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ABSTRACT

Many school systems find that information routinely collected about dropouts on the national level is not useful for describing or studying the nature of their dropout problem. This report presents comparisons of local dropout characteristics with results from national studies. A profile of dropout characteristics was obtained from a large urban district. The profile was accurate in that it was used successfully to identify much of the dropout population from the records of former students. The following factors were important in developing the profile: (1) time of dropping out; (2) effect of failure and overagedness; (3) academic performance; (4) discipline problems; (5) problems with work; (6) poverty and home conditions; and (7) self-reported causes. When comparisons were made between the self-reported causes of local dropouts and those in a national sample no one cause or cluster of causes was found to be statistically significant. This suggests that dropout problems are not simple and generic but complex and highly particular. Intervention programs must be designed to serve at-risk students with specific combinations of problems. The research instruments, a bibliography, and data tables are included. (VM)

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DROPOUT CAUSES AND CHARACTERISTICS: DO LOCAL FINDINGS CONFIRM NATIONAL DATA?

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DROPOUT CAUSES AND CHARACTERISTICS: DO LOCAL FINDINGS CONFIRM NATIONAL DATA?

Background

In the past two or three years, the dropout problem has returned to center stage as a major issue confronting urban school systems. Many systems discover that the information they have routinely collected on dropouts is not very useful for describing or studying the nature of the problem. Typically, state mandated dropout codes (e.g., overage, refuses to attend, work permit) do not describe educationally sound reasons for dropping out, but only administrative categories for processing dropouts. Many dropouts do not bother to go through the niceties of an exit interview, instead they disappear over the summer, or quit attending during the school year. Faced with inadequate data for attacking the dropout problem, local school officials have two options: they can either fall back on national reports describing the characteristics of dropouts and the reasons for dropping out, or they can conduct a local study of dropouts. The purpose of this study is to document the results of one such local study of dropouts. The report presents comparisons of the local dropout characteristics and the self-reported causes of dropping out with results from national studies. Finally, the report will describe problems encountered in the administration of the dropout interview schedule and offer recommendations for future collection of dropout data.

Methods and Techniques

Descriptive data on the dropouts were obtained from two sources. First, school records in the student data base allowed comparison of dropouts with

graduates on a variety of demographic and educational variables. These data allowed the disaggregation of dropout rates by race, gender, age, grade, and number of grades repeated. The data base also provided comparisons of local dropouts with other dropouts nationally and in other cities reported in the literature on achievement test scores, school grades, and attendance rates. The second set of data reported in the present study was obtained from interviews of dropouts conducted by visiting teachers (see Appendix C).

The interview schedule was based on a literature review of demographic and self-reported causes of dropping out (Bachman, Green, and Wirtanen, 1971; Center for Human Resource Research, 1980; Cervantes, 1965; National Education Association, 1965; Ekstrom, Goertz, Pollack and Rock, 1986; Greene, 1965; Wehlage and Rutter, 1986). The variables from High School and Beyond as reported by Ekstrom, et al (1986), were given special attention since they would provide comparison data from a national sample. The final interview schedule was prepared by a committee of school personnel, representatives of social service agencies, and community representatives. The broad community representation influenced the content of the interview schedule and led to the inclusion of a number of items not found in the reviewed literature.

The interview schedule included sections on demographic variables, the school experiences, reasons for dropping out, the influence of significant others, and the dropouts' post-school experience. The demographic section included questions about family size, family structure, parents' education/occupation/income, dropouts among siblings, and birthplace (to ascertain Appalachian origin). The school experience section queried the student's record of suspensions, expulsions, out-of-school delinquency, as well

as extracurricular activities, transportation time, and attitude toward school--both positive and negative. The reasons for dropping out were first developed using an open-ended, unprompted section. Interviewers were trained to ask probing questions but not to suggest any reasons. The dropouts were then queried on 42 specific reasons for dropping out in six categories: school related, family related, work/economic related, medical/emotional, social, and court related. The final sections gathered data on significant others who influenced the decision to drop out, and on the dropouts' experience since leaving school.

One problem with the simple use of dropout characteristics as indicators for identifying dropouts is the widely recorded problem of overprediction. A recent study (Wehlage and Rutter, 1986) reported high success in discriminating between college-bound and other high school students. The same study reports lower accuracy in discriminating dropouts from the other non-college-bound students. An additional study was implemented to get responses from a group of students who would be identified as at risk but who graduated in June.

A revised version of the dropout interview form was administered by counselors to 180 seniors who were in the lower four stanines, overage by one year or more, and yet who graduated in June, 1987. This in-school group has the two characteristics proposed for local identification of potential dropouts, and yet all of them graduated. Differences between the in-school group and the dropouts on the remainder of the survey characteristics are likely to be factors which are potent influences on dropping out.

The total in-school group (N=308) made up almost one out of every six graduates in 1986-87. Blacks were overrepresented in the in-school group (72%) as were males (58%). Black males, alone, made up 42% of the group.

Data Source

The interview sample was drawn from the dropout records of a large midwestern urban school system. The city had reported a cross-sectional (7-12) dropout rate that had increased from 6.5 percent in 1981-82 to 8.2 percent in 1985-86. Dropouts from the 1983-84, 1984-85, and 1985-86 school years (5,207) were randomly divided into 20-percent samples. The 26 interviewers were assigned specific dropout samples in geographical areas related to their regular job assignments. The interviews were carried out from 12-3-86 through 1-30-87.

Data on the entire dropout population were obtained from the school system data base. This descriptive data included the race and gender of the dropouts, as well as their age and grade and the date when they dropped out. The data on individual dropouts also included achievement test scores, attendance, school grades, and whether the students were overage. Data are presented to show that the final interview sample (N=429) closely matched the dropout population (N=5,207) on these data base variables.

Results

The interview data confirmed the accuracy, if not the completeness, of the dropouts identified in the school system data base. Only 1.5 percent of the dropouts contacted indicated that they had received a regular diploma from the school system. Since leaving school, 5 percent of the dropouts had taken the GED test and 51 percent of them indicated that they had passed it.

The descriptive data on the entire dropout population (N=5,200) showed high agreement with the interview sample. Sixty-two percent of the interview

sample and 60 percent of the dropout population scored in the average stanines in reading achievement. Eight percent in both samples scored in the above average stanines. Absence records were virtually identical in the two groups. Results from the total dropout population showed that males dropped out at a higher rate than females (55 percent to 45 percent) and that the dropout rate for white students was slightly higher than that of black students (see Appendix B).

The important findings will now be summarized. Complete results of the survey are appended to this report.

Time of Dropping Out: Fifty-five percent of the system's dropouts over the past two years left school before completing the tenth grade, a figure higher than the 33 percent rate reported in one recent national study (Sum, 1986). Dropout prevention programs which start in senior high school will be too late to help many dropouts. Leaving school at an early grade does not necessarily mean that dropouts are missing years in school. The average graduate was 18.6 years old in June of their senior year. The average dropout was slightly over 18.0 years old when he/she left school. One quarter of the dropouts left school on or before reaching the age of 16. The early dropout group is disproportionately white in Cincinnati. Another group of dropouts persists for 13, 14, and even 15 years in school (20.9%) without receiving a diploma. The very late dropout group in Cincinnati is disproportionately black.

Almost half of all dropouts do so across the summer between school years (no shows). Students who drop out during the school year tend to be younger, have worse discipline records, and be overly white. Dropout numbers tend to be

higher across the school year in those months immediately following the quarter grade reports. This suggests that the decision to drop out is still influenced by success or lack of it in current course work.

Effect of Failure and Overagedness: Viewed as a problem in itself or as a symptom of other underlying problems, a record of repeating one or more grades dramatically decreases the chance that a student will graduate. Locally, 80 percent of all dropouts had repeated a grade and 16 percent had repeated twice or three times. The probability of graduation decreased rapidly with retention. Ninety percent of all ninth graders who had never failed were found to graduate four years later. In contrast, the graduation rate for students one year overage was 41 percent, and for students two years overage, the graduation rate was less than 19 percent. Only a handful of graduates each year (0.1%) were three years overage for grade.

Comparisons with the stay-in group, all of whom graduated, and all of whom were at least one year overage, shows an important difference that suggests all retentions are not equally risky. Stay-ins were much less likely to have failed twice (5% vs 16%) but more importantly, 70 percent of the stay-ins had been retained at an elementary grade, while 78 percent of the dropouts had been retained solely at a secondary grade (grades 7-12).

Academic Performance: Local dropouts scored lower on standardized tests than other students, but the difference was not as striking as in some national reports. The average dropout scored at the 41st normal curve equivalent (NCE) in reading and the 39th NCE in mathematics. In reading, 30 percent of the dropouts scored in the lower three stanines (below average), 62 percent in the middle three stanines (average), and 8 percent in the upper three stanines (above average). The scores were somewhat lower in mathematics (35%, 60%, 5%).

The stay-in group (N=308) shows that low test scores do not prevent graduation. Fifty-eight percent of the stay-ins scored in the lower three stanines and 42 percent scored in the fourth stanine. Despite low achievement scores, the stay-ins obtained average grades and graduated. In contrast, over one third of the dropouts scored above the national median.

The difference between the two groups was far more striking in course grades. In the year before they dropped out, used because grade records were not available for school-year dropouts, 74 percent of the dropouts failed the required English course. Eleven percent of the stay-ins failed. Dropouts were absent 59 days in English courses. The stay-ins were absent 18 days, about average for the system. Course grades appear to be a much better predictor of risk in the district than test scores. Attendance as a symptom or cause appears to be a good short-term predictor of failure and dropping out.

Twenty to twenty-five percent of the dropouts were doing reasonably well in school. They were attending regularly and were not failing when they dropped out. Pregnancy accounted for a sizable proportion of this group. Indeed, pregnancy was the risk factor for almost half of the female dropouts. Ninety percent of these young women did not return to school after their babies were born. A significant number of dropouts cited child care as an important problem.

Discipline Problems: Dropouts were more likely to have been suspended than the stay-ins (66% vs 49%), and more likely to have been expelled (11% vs 4%).

Early dropouts, grades 7 through 9, were more likely to have poor discipline records. Only four percent of the dropouts interviewed listed suspensions or expulsions as one of the major reasons they dropped out. A higher percentage

volunteered out-of-school delinquency as the reason (6%). In response to the structured questions, a different picture emerged. Thirty-six percent of the dropouts indicated that they had been arrested, and 21 percent indicated that they had been in an institution. In contrast, 15 percent of the stay-ins reported arrests, and only four percent institutionalization.

Dropouts were asked whether anyone at school recommended that they drop out. Twenty-two percent responded "yes." In some cases, the problem was fighting and in some cases truancy. It does appear that out-of-school problems with the police and courts are, if anything, more common problems for dropouts than serious in-school problems.

Problems With Work: Work was volunteered by about 20 percent of the dropouts as the reason they dropped out. Males, and black males in particular, were much more likely to cite work as an important cause. For some the problem was the inability to get part-time work, for others the problems was working too much. Thirty-nine percent of the interviewed dropouts were working. On the average they were working 31 hours a week, but the median work week was 35.0 hours—just short of full time. The declining pool of high school students has apparently tempted employers to increase the hours they require of those willing to work. An excessively long work week may be an important cause of dropping out for many students. Only 40 percent of the dropouts reported working when they were interviewed from one to three years after they dropped out. The employed were generally pleased with their jobs, but so few were employed. The transcribed comments of the dropouts (see Appendix B) include many comments on the frustrations of seeking employment without a diploma.

Poverty and Home Conditions: The interviewers had major problems in extracting meaningful information from the dropouts on both the occupation and

salary of their parents. With this caveat, it did not appear that the dropouts and stay-ins differed much on these variables. There was no difference with whom the dropouts resided. Dropouts and stay-ins were unlikely to be living with both parents when they dropped out (29% vs 30%). A majority of both groups were living with a single mother (52% vs 54%). The differences on other family variables were more striking. Dropouts were more likely to have a mother with an eighth grade education (14% vs 8%) and less likely to have a parent who graduated from high school (35% vs 58%). The differences were even more dramatic for their fathers (20% vs 5%) and (29% vs 63%). The dropouts reported more brothers and sisters (4.8 vs 3.2) and were much more likely to have another dropout in the family (37% vs 14%). Taking low achievement and a record of school failure into account, the power of family background was still impressive. Parent education and family composition information appear to be more useful than occupation and income in discriminating dropouts from at-risk, low achieving, overage graduates.

What Dropouts Report as the Cause: During the dropout interviews, the dropouts were asked to think over what were the important reasons they dropped out. The interviewers were asked to let them have as much time as possible and to avoid, at all costs, prompting their responses. The responses were transcribed as presented by the interviewer (see Appendix B). The dropouts were then asked to respond to a list of causes gleaned from the literature concerning school problems, family problems, problems with work, court-related problems, medical problems, and social problems. The open-ended responses were coded into categories by two independent raters. Overall, the dropouts gave 1.5 reasons as "most important." The frequency of the codings is given in the following table.

Open-Ended Responses to Reasons for Dropping Out.

Category	% Responding	Category	% Responding
Pregnancy/Child Care/ Marriage	25%	Delinquency	6%
Failure/Overage/Low Grades	20%	Family Problems	6%
Work (all mentions)	20%	Suspension/Expulsion	4%
Disliked School	17%	Illness/Health	4%
Attendance	11%	Drugs/Alcohol	3%
		Other Students	3%

*A more detailed breakdown of the open-ended responses is given on page 15 of the appended report.

Comparison of Unprompted Responses With High School and Beyond

Ekstrom et al (1986) reported the major reasons for dropping out of school as reported by dropouts identified from the High School and Beyond study. The dropouts responded "yes" or "no" to a list of proposed reasons for dropping out. The order of the major reasons for dropping out differed significantly from the unprompted reasons in this study.

In HS&B, "Did not like school" and "Poor grades" were selected by 33 percent of the dropouts as major reasons for dropping out. Seventeen percent of the local dropouts gave negative comments about school, and five percent mentioned low grades as a reason. When failure and being overage are included, 20 percent of the local dropouts mentioned lack of academic success in school in some form as a reason for dropping out.

Nineteen percent of HS&B respondents checked "Offered job and chose to work" as a reason for dropping out. When all mentions of work were aggregated, 18 percent of the local dropouts gave work as a reason for dropping out. Very few mentioned being "offered a job." Too much work, inability to work and study, lack of part-time job, and many other reasons were included in the free

responses. HS&B included one other reason related to work, "Had to help support family." Responses similar to this item were included with other mentions of work in the local unprompted results. In HS&B, the dropouts were allowed to check as many reasons for dropping out as they felt applied, and it is not clear from the reported results how many dropouts selected multiple causes on related reasons.

Major differences between HS&B and the local results were found in the proportions of dropouts listing marriage and pregnancy as causes of dropping out. In HS&B, 18 percent of the dropouts checked marriage and another 11 percent checked pregnancy. In the local results, only two percent of the dropouts mentioned marriage, while 18 percent mentioned pregnancy and another discrete five percent mentioned lack of child care. The combination of pregnancy, child care, and marriage was the number one reason for dropping out in the local study.

In HS&B, 15 percent of the dropouts checked "Couldn't get along with teachers" as a reason for dropping out. Only four percent of the local dropouts reported problems with teachers in their unprompted responses. Expulsion and suspension also received more support from students in HS&B (10%) as a cause for dropping out than in the local sample (4%).

Comparing results from unprompted interview responses with results from a checklist is a shaky business at best. The problems are exacerbated by the differences in the two samples and by the differences in timing of the responses. The HS&B interview sample was drawn in the tenth grade and would have excluded an unknown percentage of early dropouts. Twenty-five percent of the local sample was based on dropouts who did not complete the ninth grade and

who were excluded from the HS&B results. The HS&B dropouts were interviewed very close to the time when they dropped out. In contrast, 46 percent of the local sample had been out of school two and three years. A comparison of unprompted responses across the three dropout cohorts included in the local study did not show large or systematic differences between their responses. With the caveats listed above, it does appear that the use of yes/no checklists tends to increase the proportion of school-related reasons listed for dropping out, especially when no limit or prioritization of reasons is included.

Comparison of Structured Responses With High School and Beyond

After the local dropouts had given their free responses to the reasons for dropping out, they were asked to describe which of each of a student list of proposed reasons was an important cause, some cause, or no cause for dropping out. A yes/no response, which was used in HS&B, was rejected as likely to produce too many undifferentiated positive responses.

On three of the top eight reasons listed in HS&B, the wording of the reasons was identical with the prompts used in the local interviews (see pp 14-18 in attached report). Eighteen percent of HS&B respondents reported leaving school to get married, while only four percent of the local sample listed this as an important cause for leaving school, and no dropouts indicated that it was some cause. The responses were reversed in the case of pregnancy where 20 percent of the local sample reported it as an important cause and an additional two percent described pregnancy as some cause, compared to 11 percent agreement in HS&B. Fifteen percent of HS&B respondents reported that "Couldn't get along with teachers" was the reason they dropped out and 15 percent of the local sample listed this as an important cause. An additional

31 percent of the local sample cited this as some cause for dropping out. On two other reasons, "Had to help support family" and "Expelled or suspended," the local response as an important reason closely matched the results reported in HS&B. In the case of the top three causes in HS&B, "Did not like school," Poor grades," and "Offered a job and chose to work," the percentage of agreement in HS&B tended to be higher than the local response to important cause, but somewhat lower than the local response to some cause and important cause combined. One reason not listed in HS&B received high agreement in the local survey. Thirty percent of the local sample listed "Absent too often" as an important cause for dropping out and an additional 30 percent cited it as some cause.

Comparison of the Dropouts and Stay-ins

The stay-in sample provides an interesting background from which to interpret the dropouts' responses to the structured questions. The low achieving, overage, stay-ins--with very few exceptions--reported higher rates of "problems" than did the dropouts. On all of the school-related causes, with one exception, the stay-ins reported equal or higher problem rates (see Appendix A). Dropouts were two and a half times more likely to report that "Teacher/principal had it in for me" (28% vs 11%). There were no differences in the section on family problems between the two groups, although white female students were significantly identified in discriminant analysis by items on this section. The stay-ins were more likely to report problems in getting a part-time job (33% vs 15%) and more likely to report that they couldn't work and study at the same time (49% vs 15%). Among the social causes of dropping out, pregnancy (22% vs 7%), child care (19% vs 3%), drugs (11% vs 2%), and alcohol (12% vs 3%) were all selected more often by dropouts than stay-ins.

It appears that the underachieving, overage graduate manages to avoid vendettas by administrators, court problems, pregnancy, drugs, and alcohol more successfully than their dropout peers. On all other items, they tend to report more problems.

Problems in Contacting Dropouts

The problems of contacting the dropouts are summarized in Appendix A of the attached report. Dropouts are hard to contact. The interviewers were experts on tracking down truants, missing students, and dropouts. Only 709 contacts were made in over 2,400 attempts. The visiting teachers used system records, school records, and information from counselors and siblings to make the contacts. The dropouts were paid $5.00 for the interview and the VTs $10.00. Most of the interviews were conducted in the dropouts' homes, in restaurants over coffee, or in other non-school settings. One interview was conducted in the county jail. The visiting teachers reported that the average interview took somewhat over an hour. It took another hour on the average to arrange each interview when the travel time, phone calls, and dead ends were totaled. The interviewers agreed that most of the dropouts wanted to talk about the experience to ventilate facts and feelings that no one had asked about before.

The final sample was far from random. Weekly checks were carried out on the gender and race of the completed interviews. Midway toward the target (N=400), it was clear that females were overrepresented and that black students were underrepresented. The interviewers were instructed to skip female dropouts and white dropouts on the sample lists in order to get a weighted representation in the final sample.

Problems in the Interview Data

Two major problems were encountered in the interviewing process, both of which involved demographic or socio-economic questions. It proved difficult to get information from dropouts on whether they were first, second, or third generation Appalachians. It also proved difficult to code questions involving parent occupation, and many dropouts were unsure of their parents' income.

The question of Appalachian background was raised by local advocacy groups who pointed out that Appalachians had traditionally shown much higher dropout rates than other students. The questionnaire asked the dropouts to indicate the state and county in which they were born as well as the state and county in which their parents and grandparents were born (third generation). Ninety-three percent of the dropouts were able to give information on their own birthplace. For parents, the percentage dropped to just over 50 percent and for grandparents, 20 percent. In other words, the dropouts simply did not know enough about their family heritage to provide an accurate basis for estimating second and third generation Appalachian background. More accurate estimates will have to be based on information from the parents of the dropouts.

The second problem involved the attempt to use a modified version of the Hollingshead Two Factor Index of Social Position as a control for SES. The occupational list was simplified to reduce the coding of relatively infrequent high SES occupations. In practice the student description of occupations was often too vague to code precisely. For example, a response such as nurse could be coded into several occupational levels depending on whether the individual in question is an L.P.N., R.N., or Nurse Administrator. Because of the large amount of missing data, use of the SES index was dropped. Information on income was not necessarily inaccurate, but only 25 percent of the dropouts were able to estimate their parents' annual income.

The survey results confirm that there is not one, or even a cluster of dropout causes. There are specific problems, some more common, some less, which affect individual dropouts. The results of the local dropout study strongly suggest that dropout problems are not simple and generic but complex and highly particular. The low-incidence causes are not less important, just less frequent. Intervention programs will have to be designed to serve at-risk students with specific combinations of problems.

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Appendix A

Survey Results--Dropouts/Stay-ins

SURVEY OF DROP OUT STUDENTS

Responses of Dropout Interview Sample
(N=420)

Principal Components with Listwise Deletion and Varimax Rotation (mineigen - 1) for Forty Item Checklist derived from the Survey.

FC = Family Cause
SC = School Cause
SOC = Social Cause
MED = Medical Cause
C = Court Related Cause

			Rotation Factor Loading	Percent Responding		
				Imp. Cause	Some Cause	No Cause
Factor 1		MONEY/ECONOMICS				
FC	6	Didn't have money to attend.	.78	3	7	90
SC	19	Didn't have enough money to go to school.	.76	5	11	84
FC	3	Needed money to help out at home.	.70	10	15	75
FC	4	Couldn't earn enough part time.	.60	7	13	80
FC	8	Couldn't work and study at the same time.	.56	5	14	81
FACTOR 2		DRUGS/ALCOHOL				
SOC	6	Problem with alcohol.	.87	5	7	89
SOC	5	Problem with drugs.	.87	5	6	90
SC	10	Friends were out of school.	.49	6	22	72
SOC	7	Social life more impt. than schoolwork.	.43	9	22	69
SC	11	Couldn't stand being in school.	.41	19	31	50
FACTOR 3		TROUBLE IN SCHOOL				
SC	17	Teacher/principal had it in for me.	.67	12	16	72
SC	3	Didn't get along with others.	.66	15	31	54
SC	14	Didn't like any classes.	.47	3	20	77
SC	15	Didn't like some classes.	.45	10	50	40
SC	6	Got blamed for things I didn't do.	.39	14	19	67

				Percent Responding		
				Imp. Cause	Some Cause	No Cause
FACTOR 4		**PREGNANCY**				
SOC	4	Didn't have care for my baby.	.90	14	5	81
SOC	1	Pregnant.	.87	20	2	78
FACTOR 5		**MEDICAL**				
MED	3	Under a doctors care.	.90	4	4	92
MED	2	In hospital too often.	.89	3	5	92
FACTOR 6		**FAILING**				
SC	4	Classes too hard.	.74	4	18	78
SC	2	Failing too many classes.	.70	16	26	58
SC	13	Couldn't do homework at home.	.38	7	17	76
FACTOR 7		**EXPULSION/SUSPENSION**				
SC	8	Missed too much school due to expulsion.	.71	4	3	92
SC	7	Suspended too often.	.66	9	12	79
C	1	In trouble outside of school.	.52	12	10	78
FACTOR 8		**FAMILY/EMOTIONAL**				
FC	2	No help from home.	.74	6	12	83
FC	1	Family problems.	.63	13	16	71
MED	1	Had emotional problems.	.60	7	14	80
SC	1	Just wasn't happy in school.	.32	16	34	50
FACTOR 9		**NEEDED AT HOME**				
FC	9	Needed to babysit sibling at home.	.81	1	3	96
FC	10	Family moved too often.	.59	2	3	94

			Percent Responding		
			Imp. Cause	Some Cause	No Cause
FACTOR 10	LONER/RACISM				
SC 9	Didn't get along with other students	.80	10	21	69
SC 18	Didn't get along with Black/White.	.69	12	14	75
FACTOR 11	SUPPLEMENTAL INCOME				
FC 5	Couldn't get a part time job.	.78	4	11	86
FACTOR 12	UNCHALLENGED				
SC 16	Wasn't learning anything.	.78	12	22	66
SC 5	Classes were too easy.	.45	5	19	76
FACTOR 13	MARRIED				
SOC 3	Got married.	.72	4	1	96
SC 12	Skipped school often/absent often.	.40	30	32	38
FACTOR 14	EXTERNAL INFLUENCES				
FC 7	Mother/father said to quit.	.76	1	3	96
SOC 2	Girlfriend pregnant.	.63	4	2	94

SURVEY OF DROP OUT STUDENTS

Responses to Stay-In Questionnaire
(N=182)

Principal Components with Listwise Deletion and Varimax Rotation (mineigen = 1) for Forty Item Checklist derived from the Survey.

FC = Family Cause
SC = School Cause
SOC = Social Cause
MED = Medical Cause
C = Court Related Cause

			Rotation Factor Loading	Percent Responding		
				Imp. Cause	Some Cause	No Cause
Factor 1		MONEY/ECONOMICS				
FC	6	Didn't have money to attend.	.78	--	--	--
SC	19	Didn't have enough money to go to school.	.76	--	--	--
FC	3	Needed money to help out at home.	.70	22	13	65
FC	4	Couldn't earn enough part time.	.60	19	10	71
FC	8	Couldn't work and study at the same time.	.56	21	31	48
FACTOR 2		DRUGS/ALCOHOL				
SOC	6	Problem with alcohol.	.87	--	2	98
SOC	5	Problem with drugs.	.87	--	1	99
SC	10	Friends were out of school.	.49	21	21	59
SOC	7	Social life more impt. than schoolwork.	.43	2	28	70
SC	11	Couldn't stand being in school.	.41	--	--	--
FACTOR 3		TROUBLE IN SCHOOL				
SC	17	Teacher/principal had it in for me.	.67	2	10	88
SC	3	Didn't get along with others.	.66	23	38	40
SC	14	Didn't like any classes.	.47	11	23	66
SC	15	Didn't like some classes.	.45	19	44	36
SC	6	Got blamed for things I didn't do.	.39	11	31	58

				Percent Responding		
				Imp. Cause	Some Cause	No Cause
FACTOR 4		PREGNANCY				
SOC	4	Didn't have care for my baby.	.90	1	2	97
SOC	1	Pregnant.	.87	7	1	93
FACTOR 5		MEDICAL				
MED	3	Under a doctors care.	.90	7	4	90
MED	2	In hospital too often.	.89	2	5	93
FACTOR 6		FAILING				
SC	4	Classes too hard.	.74	4	36	61
SC	2	Failing too many classes.	.70	--	--	--
SC	13	Couldn't do homework at home.	.38	18	25	57
FACTOR 7		EXPULSION/SUSPENSION				
SC	8	Missed too much school due to expulsion.	.71	--	--	--
SC	7	Suspended too often.	.66	--	--	--
C	1	In trouble outside of school.	.52	2	5	93
FACTOR 8		FAMILY/EMOTIONAL				
FC	2	No help from home.	.74	23	18	59
FC	1	Family problems.	.63	14	31	55
MED	1	Had emotional problems.	.60	6	20	74
SC	1	Just wasn't happy in school.	.32	13	59	29
FACTOR 9		NEEDED AT HOME				
FC	9	Needed to babysit sibling at home.	.81	4	6	90
FC	10	Family moved too often.	.59	1	1	98

				Percent Responding		
				Imp. Cause	Some Cause	No Cause
FACTOR 10		LONER/RACISM				
SC	9	Didn't get along with other students	.80	21	29	51
SC	18	Didn't get along with Black/White.	.69	22	13	65
FACTOR 11		SUPPLEMENTAL INCOME				
FC	5	Couldn't get a part time job.	.78	22	9	69
FACTOR 12		UNCHALLENGED				
SC	16	Wasn't learning anything.	.78	17	19	64
SC	5	Classes were too easy.	.45	6	36	57
FACTOR 13		MARRIED				
SOC	3	Got married.	.72	1	--	99
SC	12	Skipped school often/absent often.	.40	--	--	--
FACTOR 14		EXTERNAL INFLUENCES				
FC	7	Mother/father said to quit.	.76	1	3	96
SOC	2	Girlfriend pregnant.	.63	4	4	92

Appendix B

Dropout Draft

DESCRIPTIVE RESULTS OF THE CINCINNATI DROPOUT INTERVIEW STUDY

Prepared by:

Evaluation Branch
and
Resource Planning and Development Branch
Cincinnati Public Schools

This study was supported by a grant from the Ford Foundation

DEMOGRAPHICS

1. Number of Students Surveyed: 420

2. Dropouts by Race and Sex.

Race/Sex	Number	Percent
BF	92	22
BM	118	28
WF	98	23
WM	111	26
B	211	50
W	209	50
F	191	45
M	229	55

The dropouts were interviewed by visiting teachers from December 3, 1986 through January 30, 1987. The visiting teachers were able to locate 709 dropouts in 2,467 attempted contacts. The visiting teachers completed 420 surveys. Only two students who had since graduated were found in the 709 contacts. A summary of the interview process is included as Appendix A.

The final interview sample closely matched the target for both race and gender established in the study design.

COMPARISON OF THE DROPOUT SAMPLE
WITH OTHER DROPOUTS
(Percent Responding)

Age	Sample N=405	Other Dropouts N=3847
15 or younger	14	14
16	23	18
17	26	25
18	24	28
19 or older	12	15
Mean	17.5	

Grade	Sample N=416	Other Dropouts N=3847
7	1	2
8	4	4
9	20	23
10	25	24
11	24	20
12	25	27

How well does the interview sample match the characteristics of the total dropout group? A major question in the interpretation and use of the dropout interview results involves the question of whether the interview sample is representative of the other dropouts during the three years in question (1983-84, 1984-85, 1985-86). The interviewers were able to reach only 29% of the attempted contacts and were able to complete interviews with 60% of the dropouts contacted. Data are available from school system records on six variables which allow comparison of the interview sample with the dropouts who were not interviewed: age, grade, reading achievement, mathematics achievement, English grades, and absence in English class.

Age at Dropping Out. The dropout sample had a higher percentage of sixteen-year-olds (23% vs 18%) and a lower percentage of eighteen-year-olds (24% vs 28%) and nineteen-year-olds (12% vs 15%) than the other dropout population. In the other age ranges the two groups were virtually identical.

Grade when Dropout Occurred. The dropout sample had somewhat fewer ninth graders (20% vs 23%) and a slightly higher proportion of eleventh graders (24% vs 20%) than the other dropout population. At the other grades the distributions were virtually identical.

COMPARISON OF THE DROPOUT SAMPLE
(Percent)

	Sample N=297	Other Dropouts N=3847
Reading Achievement		
Below Average	30	32
Average	62	60
Above Average	8	8
Mathematics Achievement		
Below Average	28	32
Average	64	62
Above Average	8	6

Reading and Mathematics Achievement. Achievement test scores were obtained on 71% of the students in the interview sample. The distribution of achievement scores for the dropout sample was virtually identical to that of the other dropouts in both reading and mathematics.

COMPARISON OF INTERVIEW SAMPLE
WITH OTHER DROPOUTS
1985-86 ONLY
(Percent Responding)

English Final Grade (regular courses)	Dropout Sample (N=98)	Other Dropouts (N=771)
Percent Failed	74	67
English Absence	59 days	58 days

Total Possible Days = 178

For the 218 students in the interview sample who dropped out in 1985-86, school grades and attendance were available for the 1984-85 school year. Matches were made of 175 of the 218 students. Ninety-eight of these students completed a regular English class during the 1984-85 school year (56%). Seven hundred seventy-one other dropouts completed English classes during 1984-85 (64%).

Slightly higher percentages of students in the dropout sample failed English in 1984-85 (74%) than did other dropouts (67%). The number of absences in English class for the two groups was virtually identical. Enrollment in English was chosen as representative of other academic subjects, because it was higher than enrollment in mathematics, social studies, and science.

YEAR DROPPED OUT

	Dropout Sample (N=420)
1983-84	58
1984-85	129
1985-86	218
No Date of Birth	15

The interviewers were far more successful in establishing contact and in completing interviews with the more recent dropouts. Comparisons of the responses between dropouts across the three years showed no consistent pattern of differences. Discriminate analysis using the 40 structured reasons for dropping out showed no significant differences across the three years.

APPALACHIAN BACKGROUND
(Percent Responding)

	Born in Appalachian County	Percent Answering
Students (419)	1	93
Mother	6	66
Maternal Grandparents	5	26
Father	5	51
Paternal Grandparents	4	19

During the interview, the dropouts were asked to identify the state and county in which their mother, father, maternal grandparents, and paternal grandparents were born, as well as the state and county in which they were born. Over 80% of the dropouts listed their birthplace as Hamilton County, Ohio. Over half of the dropouts were able to identify the birthplace of their mother and father, but relatively few (19% to 26%) were able to identify the birthplace of their grandparents. The conclusion is that student self-report is not a practical way of identifying second and third generation Appalachian background.

At the time you dropped out, were you living with:

	Percent Responding				
	Black	White	Female	Male	Total
Both Parents	16	42	23	35	29
Mother	62	43	56	49	52
Father	4	4	4	5	4
Guardian	5	1	4	3	3
Other	12	10	14	9	11

Twenty-nine percent of the dropouts reported that they were living with both parents at the time when they dropped out. The proportion of dropouts living in in-tact families was significantly higher for white dropouts and significantly higher for male dropouts. Black dropouts, and to a lesser extent female dropouts, were more likely to be living with mother alone.

SOCIO-ECONOMIC STATUS

Income	Student	Mother	Father
No. Earning Income or Where Income was Reported	138 (33%)	95 (23%)	70 (17%)
Mean Income	$8994	$13872	$22552
Median Income	7000	12000	18500
Min		374	3000
Max		85008	99000
Education			
No. of Cases Where Education Reported		349 (83%)	276 (66%)
Mean		10.79 yrs.	10.62 yrs.
Median		11.00 yrs.	11.00 yrs.
Min		3.00 yrs.	2.00 yrs.
Max		18.00 yrs.	20.00 yrs.
Occupation	All	% of 420	% of 420
Executive, Professional, Technical	--	2	2
Managers, Sales, Semi-professional	1	4	3
Clerical, Clerk, Technical Assistant	5	11	5
Skilled	2	4	8
Semi-Skilled	15	13	11
Unskilled	14	7	7
Homemaker	2	6	--
Retired	--	0	3
Disabled	--	1	2
Unclassifiable	2	3	6
Not working	59	17	7
Not known	--	32	47

Dropouts were asked to identify the number of years of education of their parents. A higher proportion (83%) reported on the education of their mothers than reported the years of education of their fathers (66%). The reports on both mothers and fathers averaged eleven years in school. Less than a quarter of the dropouts were able to estimate the incomes of their mothers and fathers. Since it appears that approximately half of the parents were working, the income data is of doubtful value.

The dropouts were asked to give the occupations of of their parents. The occupations were categorized using a modified version of the Hollingshead Occupation Categories. The largest proportion of mothers and fathers were working in semi-skilled or unskilled jobs.

PARENTS' EDUCATION
(Percent Responding)

	Mother	Father	Total	1980 Census
Grade 8 or Less				
Black	9	11	10	27
White	19	27	22	20
Total			17	22
Grade 9-12				
Black	86	86	86	55
White	75	64	70	45
Total			77	48
Grade 12 +				
Black	4	3	4	18
White	7	10	8	35
Total			6	30

Parent education was also analyzed in the categories used in the 1980 Census. Seventeen percent of the parents of dropouts had completed eight or fewer years of school. The percentage was over twice as high for white students as for black students. A higher proportion of white fathers (27%) than white mothers (19%) had completed eight years or less of school. The proportion of white parents with limited education was higher than the proportion in Cincinnati census figures for 1980 (22% vs 20%). In contrast, only 10% of the black parents had limited education compared to 27% of the total black population in Cincinnati in 1980. Differences were also found for the proportion of parents completing nine to twelve years and for the proportion of parents completing more than twelve years.

Unfortunately, the interview form did not specifically separate parents completing twelve years of education from parents who had graduated from high school. The data were rerun showing the percentage of parents who completed eleven years or less of school. The results showed that at least 50% of the parents of dropouts were dropouts themselves. The actual number could be as high as 90% depending upon the proportion of parents with 12 years of education who were actually dropouts.

Did you ever repeat a grade?

	NUMBER	PERCENT
YES	294	70
NO	122	29
	416	
Missing	4	

Seventy percent of the dropouts reported that they had repeated a grade. This is a smaller proportion than the estimates made on all dropouts ($\approx$ 90%). The difference may be due to the confusion between failing a grade and repeating a grade. Ninety percent of the dropouts had failed at least one year.

Were you ever suspended or expelled from school?

Number of Responses = 414

	Number	Percent
Yes	272	66
No	142	34
	414	

If yes, how many times?

	Suspensions	Expulsions
Number of Responses	253	48
Percent of Total	60	11
Median	3	1

Two thirds of the dropouts reported that they had been suspended or expelled from school. Sixty percent reported having been suspended. The median number of suspensions for these students was three. Eleven percent of the students reported that they had been expelled. The median number of expulsions was one.

How long did it take you to get to school during your last year?

(N=418)

Average	23 minutes
Median	20 minutes

How did you get there?

	Percent Responding
Walk	21
Bus	67
Ride in car	12

The amount of time it takes to get to school has been reported as a factor influencing the decision to drop out. This does not seem a serious problem among the Cincinnati dropouts who reported on the average that it took 23 minutes to get to school.

UNPROMPTED RESPONSES
(Percent Responding)
N=626

I want to know why you dropped out. What were the most important reasons?

Pregnant	18
Job/Work Related	18
Overage/Low Grades/Failing	17
Absence	11
Didn't Like School	10
Child Care	8
Court Related	6
Family Problems (Multiple)	6
Illness	4
Boring/Not Interested	4
Could'nt Get Along with Teachers	4
Suspended/Expelled	4
Other Students	3
Drugs/Alcohol	3
Wasn't Learning Anything	3
Married	2
Girlfriend Pregnant	2
Other	28

The dropouts were asked what were the most important reasons why you dropped out. The interviewers were instructed to allow as much time as necessary to get up to three unprompted responses. Where the student did not immediately respond, they were instructed to ask probing questions but not to suggest reasons. The unprompted responses were categorized and are listed above in terms of their frequency. The actual statements were transcribed from the interview forms and are attached as Appendix B.

REASONS FOR DROPPING OUT
(Percent Responding)

Reason 1. Did not like school.

		Total	Males	Females
High School and Beyond (responding yes)		33	35	31
Local Unprompted Response		10	7	14
Local Structured Response				
Just wasn't happy in school	Important Cause	16	12	21
	Some Cause	34	37	30
Couldn't stand being in school	Important Cause	19	22	16
	Some Cause	31	30	32

After the dropouts had given their major reasons for dropping out, the interviewer then informed the dropout that he/she was going to go over a list of reasons that had been given for dropping out. Forty causes of dropping out found in the dropout literature were grouped into five categories: school-related causes, family-related causes, medical/emotional causes, court problems, and social causes. A sixth category, economic causes, was included but distributed among the school and family causes. The dropouts listened to each cause, and they were asked to indicate whether it was an important cause, some cause, or no cause in their decision to drop out.

A major recent study of dropouts* was based on the High School and Beyond Study (HS&B). The data in HS&B are drawn from a highly stratified national probability sample of about 30,000 high school sophomores who attended about 1,000 public and private high schools in 1980. The students in the study completed a survey and took achievement tests as sophomores. Over 22,000 of these students were surveyed again in 1982 as seniors. The researchers were also able to interview some 2,000 students who had dropped out between grades 10 and 12 out of almost 5,000 total dropouts. The dropout sample from HS&B were given a checklist of reasons for dropping out and asked to check "yes" for those reasons that influenced their decision. The researchers supplied data on eight reasons for dropping out which were selected by 10% or more of the HS&B dropouts.

The reason checked by the highest percentage of HS&B dropouts was, "Did not like school." Thirty-five percent of the male dropouts and 31 percent of the female dropouts responded "yes" to this reason. In the local unprompted response, 7% of the males and 14% of the females gave "Did not like school" as a major reason for dropping out. In the list of 40 structured causes included in the local dropout interview, two questions close to this reason were included (see above). A comparison of these different sources of data

Reason 1. Cont.

shows that a smaller percentage of students in the local dropout sample indicated that "Did not like school" was an important cause of dropping out. However, 50% of the local dropout sample indicated that being unhappy in school and not being able to stand school were some, or important causes, for dropping out.

Keep in mind that the HS&B dropout sample was not restricted to urban dropouts.

*Ekstrom, R. B., Goertz, M. E., Pollack, J. M., & Rock, D. A. (1986). Who Drops Out of High School and Why? Findings from a National Study. Teachers College Record, 87(3), 356-373.

REASONS FOR DROPPING OUT
(Percent Responding)

Reason 2. Poor grades.

		Total	Males	Females
High School and Beyond (responding yes)		33	36	30
Local Unprompted Response (poor grades/failing/overage)		17	20	13
Local Structured Response				
Failing too many classes	Important Cause	15	18	12
	Some Cause	26	29	23

"Poor grades" was selected by the second highest percentage of HS&B dropouts as a cause for dropping out. This reason was checked by 33% of the HS&B dropouts and was mentioned by 17% of the local dropouts. In the local structured list of dropout reasons, "Failing too many classes" was selected as some cause or as an important cause by 41% of the local dropouts. Males were more likely to mention poor grades as a cause in all the comparisons.

REASONS FOR DROPPING OUT
(Percent Responding)

Reason 3. Offered job and chose to work.

		Total	Males	Females
High School and Beyond (responding yes)		19	27	11
Local Unprompted Response		18	26	11
Local Structured Response				
Didn't have money to attend	Important Cause	5	6	4
	Some Cause	11	12	10
Needed money to help out at home	Important Cause	10	12	8
	Some Cause	15	18	10

"Offered job and chose to work" was the third most popular reason chosen by HS&B students for dropping out. Eighteen percent of the local unprompted reasons for dropping out were work related, compared to 19% responding "yes" in the HS&B population. Males were far more likely to indicate work-related reasons than females.

REASONS FOR DROPPING OUT
(Percent Responding)

Reason 4. Getting married.

		Total	Males	Females
High School and Beyond (responding yes)		18	7	31
Local Unprompted Response		2	--	4
Local Structured Response				
Got married	Important Cause	4	1	7
	Some Cause	--	--	--

"Getting married" was the fourth most popular reason selected by the HS&B students for dropping out (18%). Getting married was mentioned by only 2% or the local dropout sample as an important reason for dropping out, and only 4% of the local dropouts mentioned marriage as some or an important cause of dropping out. On this reason, there is a large difference between the local dropouts and the national sample.

REASONS FOR DROPPING OUT
(Percent Responding)

Reason 5. Could not get along with teachers.

		Total	Males	Females
High School and Beyond (responding yes)		15	18	12
Local Unprompted Response		4	4	4
Local Structured Response				
Didn't get along with teachers	Important Cause	15	18	12
	Some Cause	31	32	30

"Could not get along with teachers" was the fifth most popular reason selected by HS&B students for dropping out (15%). Very few local dropouts (4%) listed this as a reason in their unprompted responses. On the structured list, 15% of the local dropouts agreed that "Didn't get along with teachers" was an important cause. Twice as many students (31%) indicated that this was some cause for dropping out.

REASONS FOR DROPPING OUT
(Percent Responding)

Reason 6. Had to help support family.

		Total	Males	Females
High School and Beyond (responding yes)		11	14	8
Local Unprompted Response		3	4	2
Local Structured Response				
Needed money to help out at home	Important Cause	10	12	8
	Some Cause	15	18	10

"Had to help support family" was the sixth most popular reason selected by HS&B dropouts (11%). Only 3% of the local dropouts gave this reason in their unprompted responses. Ten percent of the local dropouts agreed that "Needed money to help out at home" was an important cause of dropping out, and an additional 15% indicated that it was some cause. In all of the comparisons, males were more likely to agree with this reason.

REASONS FOR DROPPING OUT
(Percent Responding)

Reason 7. Pregnancy.

		Total	Males	Females
High School and Beyond (responding yes)		11	--	23
Local Unprompted Response		18	--	40
Local Structured Response				
Pregnant	Important Cause	20	--	41
	Some Cause	2	1	4

"Pregnancy" was the seventh most popular reason selected by HS&B students for dropping out (11%). In contrast, 18% of the local unprompted responses included pregnancy. For females alone, 40% of the local dropouts and 23% of the HS&B dropouts indicated pregnancy. The local structured response to "Pregnant" was very close to the unprompted response. Clearly, pregnancy is the major local cause of dropping out.

REASONS FOR DROPPING OUT
(Percent Responding)

Reason 8. Expelled or suspended.

		Total	Males	Females
High School and Beyond (responding yes)		10	13	5
Local Unprompted Response		4	6	2
Local Structured Response				
Suspended too often	Important Cause	9	11	6
	Some Cause	12	14	10
Missed too much school because of expulsion	Important Cause	4	4	4
	Some Cause	3	4	2

"Expelled or suspended" was the last reason selected by 10% of the HS&B dropouts. Four percent of the local dropouts mentioned suspension or expulsion as a reason for dropping out. In the list of structured reasons, 9% of the dropouts indicated that suspension was an important cause, and an additional 12% indicated that suspension was some cause. A smaller percentage of local dropouts (4%) indicated that expulsion was a reason for dropping out.

LOCAL CAUSES NOT USED IN
HIGH SCHOOL AND BEYOND
(Percent Responding)

		Total	Males	Females
1. Unprompted Response				
Absence/Truancy		11	15	8
Structured Response				
Skipped school often/ absent too often	Important Cause	30	32	28
	Some Cause	32	31	32
2. Unprompted Response				
Court/Placement		6	9	3
Structured Response				
In trouble outside of school	Important Cause	12	16	8
	Some Cause	10	12	6

Two reasons for dropping out not used in the HS&B study were mentioned with some frequency by the local dropouts in their unprompted responses: absence/truancy and court/placement. Eleven percent of the local dropouts volunteered absence/truancy as an important reason for dropping out. Very high percentages of the students agreed that being absent too often was either an important cause for dropping out (30%) or some cause of dropping out (32%). In many of the previous causes of dropping out the proportion of students volunteering a particular cause has been lower than the proportion who mention the same cause in response to the structured questions. It is likely that in these cases the voluntary causes tend to be the primary ones and that the structured responses tend to be concomitant problems or symptoms that appeared on the way to dropping out. As this data shows, a large proportion of dropouts begin skipping school before they leave school.

Court/placement was another reason listed by 6% of the local dropouts. These would be relatively severe delinquency problems which resulted in students being withdrawn from school. A larger percentage of the local dropouts agreed that being "In trouble outside of school" was was either an important cause (12%) or some cause (10%) of dropping out.

SIGNIFICANT OTHERS
(Percent Responding)

Survey Item	Response	Who: Teacher	Counselor	VI	Family	Friend
12. Did you talk to any adult at school about dropping out?	Yes 39 No 61	32	36	16	--	--
13. Did anyone at school try to change your mind?	Yes 46 No 54	35	26	11	--	10
18. Did someone at school ask you why you were dropping out?	Yes 36 No 64	29	29	10	--	12
19. Do you think anyone understood why you dropped out?	Yes 43 No 57	16	13	8	19	25

After the interviewers had covered the section dealing with the reasons for dropping out, they turned to a series of questions dealing with "significant others" (school personnel, family, friends) who may have been contacted by the dropouts or who may have influenced the dropouts in their decision. Less than half of the dropouts (39%) talked to any adult at school about dropping out. A slightly higher percentage of dropouts (46%) indicated that someone at school tried to change their mind. Thirty-six percent of the dropouts indicated that they were asked why they were dropping out by someone at school. In all of these cases teachers, counselors, visiting teachers, and friends were listed as the most likely contacts.

Forty-three percent of the dropouts indicated that someone understood why they were dropping out. Friends (25%) and family (19%) were listed as more likely to understand than school staff.

SIGNIFICANT OTHERS
(Percent Responding)

Survey Item		Response	
14.	Did you talk to your friends about dropping out?	Yes	33
		No	67
	If yes, did they advise you:	Stay in	61
		Drop out	7
		Not sure	30
16.	Did you talk to your family about dropping out?	Yes	52
		No	48
	If yes, did they advise you:	Stay in	78
		Drop out	7
		Not sure	15
15.	Think about your friends in school; did most of them:	Graduate	44
		Drop out	26
		Not sure	31

Only 33% of the dropouts indicated that they had talked to friends about dropping out. Most friends advised the dropouts to stay in (61%), but the message was not clear in a high percentage of cases (30%). Over half of the dropouts talked to their family about dropping out (52%). Parents and guardians strongly advised that they not drop out (78%).

Forty-four percent of the dropouts reported that most of their friends had graduated, 26% reported that most of their friends had dropped out, and 31% were not sure. One young man indicated that his friends had advised him to drop out, which he did. His friends stayed in school and graduated.

SIGNIFICANT OTHERS
(Percent Responding)

Survey Item		Response	
20.	Did any teacher, principal, counselor recommend to you that you leave school?	Yes	22
		No	78
21.	Did any other adult recommend that you drop out?	Yes	6
		No	94

Several dropout studies had indicated that a significant number of dropouts had not dropped out on their own but instead were "pushouts." Twenty-two percent of the local dropouts indicated that a member of the school staff recommended that they leave school. Four percent of the unprompted responses indicated that students were told to leave school or were withdrawn from school for excessive absence, fighting, and so forth.

TRAINING AND PREPARATION SINCE DROPPING OUT
(Percent Responding)

			Who				
		Response	Teacher	Counselor	VT	Friend	More Than One
22.	Did anyone from school suggest that you continue school in some way (e.g., enter night school, take GED classes)?	Yes 64 No 36					
	If yes, who?		32	32	10	6	8
	If yes, did they give you directions on what to do?	Yes 73 No 27					
2.	Have you gone to any school or training program since leaving school?	Yes 39 No 61					
3.	Did you take GED? (For 18/19 year olds only)	Yes 5 No 95					
	If yes, did you pass?	Yes 51 No 49					
4.	Are you preparing to take the GED?	Yes 27 No 73					
5.	Have you considered it?	Yes 83 No 17					

The final section of the interview form dealt with what dropouts had done since they left school. Sixty-four percent of the dropouts were advised to continue their education in either night school or GED classes. Seventy-three percent of those who were advised to continue their education were given specific directions on how to do it.

Eighty-three percent of the dropouts reported that they have considered preparing for the GED test, and 27% indicated that they are currently doing so. In sharp contrast, only 5% of the students had already taken the GED test (N=18), and only half of those students indicated that they had passed the test.

WORK
(Percent Responding)

Survey Item		Response	
17.	Did you have a job when you dropped out?	Yes	39
		No	61
	How many hours a week?		
	Hours		
	10 hours or less		13
	20 hours or less		19
	30 hours or less		40
	40 hours or less		88
	50 hours or less		94
	60 hours or less		95
	Average 31.0 hours		
	Median 35.0 hours		
6.	Are you working now?	Yes	40
		No	60

Work while in school has been shown to be a powerful predictor of dropping out. Thirty-nine percent of the dropouts indicated that they had a job when they dropped out. There was no difference in the proportion of males and females working and no difference in the proportion of black and white dropouts who were working. The average dropout was working 31 hours a week at the time when they dropped out. One dropout in eight was working 40 hours or more at that point. The proportion of the dropouts who were working at the time of the interview was only 40 percent.

WORK
(Percent Responding)

Survey Item		Response
8. What do you do?		
Professional/Semi-professional		2
Clerical/Technical		11
Skilled		5
Semi-skilled		44
Unskilled		36
7. Have you ever attempted to get a job?	Yes	75
	No	25
9. Are you happy/satisfied with your job?	Yes	80
	No	20
11. If you had it to do over again, would you still drop out?	Yes	21
	No	79

At the time of the interview, the great majority of the dropouts who were employed (80%) were still working in semi-skilled or unskilled occupations. Three quarters of the dropouts indicated that they had attempted to get work since dropping out, and a high percentage of the remainder indicated that child care and lack of a diploma were the reasons they had not gotten a job.

A great majority of the dropouts indicated that if they had a chance to do it over again, they would not drop out. In an open-ended question, dropouts were asked what advice they would give to students who were thinking about dropping out. A transcription of their responses is included as Appendix C. A look at their answers indicates that dropouts could be very effective advisers to potential dropouts.

STEPHEN M. BARRO (1984). "THE INCIDENCE OF DROPPING OUT"

No. of Hours	
0-14	No effect on dropouts
15-21	50% increase in dropouts
22 +	100% increase in dropouts

A previous study indicated that students who were working 14 hours or less did not drop out at a higher rate than students who were not working. Increasing the number of hours worked per week to from 15 to 21 hours raised the proportion of dropouts by 50 percent. Students who worked 22 hours or more a week dropped out at twice the rate of students who were not working.

Prepared by:

Joseph F. Gastright, Director
Evaluation Branch
April 7, 1987

APPENDIX A

SUMMARY OF ACTIVITIES FOR THE FORD FOUNDATION DROPOUT STUDY

Developed by:

David L. Means
Hays Social Service Center

Presented to:

Dr. Zulfi Ahmad
Associate Director
Resource Planning & Development
Cincinnati Public Schools

February 25, 1987

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The following is a summary of the activities completed in the Ford Foundation Dropout Study.

The visiting teachers were assigned from the first and second random computer samples of dropouts, by elementary school districts. Each address on the computer list was found in the Street Layout book. This directory has a listing of every street in the Cincinnati School District, with the corresponding elementary, junior high/middle, and senior high school district. Only the elementary districts were used for this study. The intent was to assign staff to elementary school areas with which they were familiar. This would assure that the entire city would be represented in the survey and that familiarity with the elementary school communities and families would be helpful in establishing rapport with the interviewee.

Initially there were a total of twenty-six visiting teachers/school social workers interested in conducting the student surveys. Of the twenty-six, four had made contacts with the homes of the dropouts, but were not able to complete any surveys. The summary of each visiting teacher's attempted contacts, actual contacts, and completed surveys is included in this report (Appendix A).

The first random sample with the elementary districts assigned to each interviewer was distributed to staff on December 3, 1986. Within a week it became necessary to have the second random list available to the interviewers. This was distributed on December 10, 1986. The visiting teachers (interviewers) were instructed to interview only those youngsters assigned to them in order to eliminate any duplication of surveys. A summary of each visiting teacher and the elementary district that they were assigned is included in this report (Appendix B).

The visiting teacher (interviewer) attempted to contact his referrals in several different ways. The telephone number was utilized first. If this proved to be unsuccessful, then a letter was sent, or a home visit was made. If the youngster had moved, often times the visiting teacher

would check with a neighbor in order to attempt to locate the family of the dropout. The persistence of the visiting teacher in locating their survey candidates proved to be very important to the successful completion of this project. As an aside, one former student was interviewed while in detention at the Community Correctional Institute.

The main problem encountered was that the directory information provided on the computer list was no longer reliable. The random samples of dropouts was only for the last three years. We found that our dropouts had a very high mobility rate. This was true in cases where the family had moved from the address indicated, and also when the family was still there, but the dropout had moved. This outdated information significantly increased the amount of time necessary to locate and then interview the former student. Due to the frustration in not being able to locate the former students, several interviewers resigned from the study. The date that each interviewer concluded their participation in the study is noted on the "Summary of Contacts" list (Appendix A). When an interviewer would resign from the study, his geographical area was reassigned to another interviewer.

As of December 23, 1986 a total of 339 surveys were completed (73 black males, 80 black females, 83 white males, 103 white females). The decision was made to extend the survey deadline in order to get representative race/gender sample: 110 black males, 90 black females, 110 white males, 90 white females.

After the first of the year, the visiting teacher assignments were made by race/gender rather than by elementary geographical areas. The summary of the dates that surveys were completed and the race/gender distribution is included in the "Time Log for Activities" report (Appendix C). The visiting teachers were responsible for turning in completed surveys, log sheets, and mileage on a daily basis. The log sheets indicated the number of attempted contacts, actual contacts, and the race/gender distribution.

In order to get the desirable race/gender distribution, it was necessary to utilize all five of the random samples. The first two samples were

assigned geographically, the last three were assigned by race and gender. The dropouts that were located were surveyed if they agreed. The problem basically was with locating the former student from the information supplied. This study showed that our dropout population is a very mobile population. It was only through the diligent persistence of the interviewers that we were able to reach our pre-designated goal. The random sample basically includes only those candidates that we could locate. The visiting teachers completed 429 surveys as the result of 2467 attempted contacts and 709 actual contacts. Therefore, we were unable to locate 1758 former students from the random samples supplied. In addition to the survey candidates that we were unable to locate when the family moved, we were unable to survey some of the candidates who were employed, married, or moved out of the family home.

The basic limitations to the dropout study centered around the unreliable directory information that we received from Computer Services. The information was outdated and it included on the dropout lists youngsters who have already graduated from school, including from the Cincinnati Public Schools. It would have been helpful if we had more current information derived from a closer monitoring of our previous dropouts. The only other limitation was due to the candidate's failure to keep scheduled appointments with the interviewer. This caused the interviewer to make several attempts in order to complete the survey.

Hopefully, this information will be useful to you in the future with the Ford Foundation Dropout Study. If I can be of any further assistance, feel free to contact me. I do appreciate the opportunity to work with you and your staff on this project.

Summary of Contacts, Completed Surveys, Race/Gender Distribution
Ford Foundation Study
Dave Means

Interviewer	Attempted Contacts	Actual Contacts	Completed Surveys	Race/Gender				Resignation Date
				BM	BF	WM	WF	
. Andrews, L.	25	7	6	5	1			12-23-86
. Bailey, T.	257	74	43	17	10	7	9	1-20-87
. Boaz, E.	93	24	19	4	4	8	3	12-18-86
. Bryant, C.	195	59	22	9	13			1-30-87
. Childs, T.	35	8	5	3	1	1		12-11-86
. Dennis, D.	211	73	39	5	5	16	13	1-21-87
. Fullman, R. S.	53	8	0					12- 9-86
. Laufman, K.	104	49	24	11	5	2	6	1-30-87
. Maloney, J.	143	40	39	11	5	8	15	1-30-87
. Murdock, M.	120	22	22	5	12	1	4	12-23-86
. Oldham, B.	45	3	0					12- 8-86
. Oldham, K.	57	13	8	7			1	12-17-86
. Oliver, J.	183	71	50	11	16	16	7	1-30-87
. Phelan, M. S.	66	21	12	1	3	3	5	12-23-86
. Rousseau, G.	42	2	0					12- 9-86
. Seger, J.	0	0	0					12- 8-86
. Shirley, V. F.	78	4	2	2				12-16-86
. Smith, D.	170	32	10	3	4	2	1	12-23-86
. Spears, S.	21	4	4	2	1		1	12-23-86
. Staggs, R.	74	45	7			2	5	12-23-86
. Stearns, M.	76	21	16	2	6	2	6	12-17-86
. Tewel, J.	75	38	26	7	2	13	4	1-21-87
. Walter, C.	15	2	2			1	1	12-11-86
. Wilmers, J.	165	42	22	6	4	8	4	1-21-87
. Wortham, M.	41	13	13			2	11	12-23-86
. Rybarg	123	38	38	12	3	15	8	1-30-87
TOTALS 26	2467	709	429	123	95	107	104	

Summary of Interviewers' Assignments to
Elementary School Geographical Areas,
With the Number of Referrals From Each Area

Ford Foundation Study

Dave Means

Interviewer	Random Sample #1	Random Sample #2
Andrews, L.	Windsor 36 Bond Hill 5	Windsor 16 Rockdale 17
Bailey, T.	Roosevelt 38 Cent. Fair. 8	Roosevelt 25 Cent. Fair. 5
Baz, E.	Chase 42	Chase 42
Bryant, C.	Bond Hill 28 Burton 15	Bond Hill 15 Burton 15
Childs, T.	Silverton 17 Bramble 23	Silverton 7 Bramble 17
Dennis, D.	W. H. Taft 23 Rothenberg 18	Carson 14 W. H. Taft 13
Gillman, R.	Hoffman 45	Hoffman 45
Kaufman, K	Clifton 12 Hyde Park 18	Clifton 11 Hyde Park 13
Maloney, J.	Whittier 34 Covedale 6	Oyler 19
Murdock, M.	Anderson Pl. 38	Anderson Pl. 21 Kilgour 6
Oldham, B.	Rockdale 30 So. Avondale 10	
Oldham, K.	Washburn 16 Pl. Ridge 22	Pl. Ridge 7 Washburn 21
Oliver, J.	Chase 43	Cent. Fair. 27 Vine 7
Melan, M.	Chase 43	Chase 34
Rousseau, C.	Cent. Fair. 42	
Seger, J.	Carson 31 Sayler Park 12	
Shirley, V.	No. Fair. 34 No. Avondale 9	No. Avondale 9 No. Fair. 25
Smith, D.	Pleasant Hill 28 Mt. Airy 9	Pleasant Hill 20 Mt. Airy 9
Spears, S.	Washington Pk. 25 Hays 14	Washington Pk. 19 Hays 10
Staggs, R.	Mt. Wash. 15 McKinley 15 Kilgour 4	McKinley 16 Mt. Wash. 11
Stearns, M.	Heberle 40	Heberle 38
Stewel, J.	Losantiville 5 Carthage 3 Roselawn 7 Hartwell 10 So. Avon. 15	Whittier 10 Hartwell 3 Losantiville 3 Roselawn 7
Walter, C.	Midway 16 Westwood 14 Cheviot 10	Cheviot 7 Westwood 5 Covedale 1 Midway 8
Wilmers, J.	Parham 21 Kilgour 12 Silverton 3	Parham 18 So. Avon. 6 Rothen. 16
Wortham, M.	Quebec Heights 51	Quebec Heights 37
Zyberg, D.	Oyler 18 Vine 31	Whittier 25 Cent. Fair. 5 Sayler Pk 9

Time Log For Activities
Ford Foundation Study
Dave Means

10-24-86 - Planning Conference: Margaret Grizzard, Zulfi Ahmad, Bev Eby and Dave Means. The decision was made to recruit Visiting Teachers to conduct the surveys working on a part-time basis, after their normal work day and on the weekends.

10-28-86 - Planning Conference: Margaret Grizzard, Zulfi Ahmad, and Dave Means. The directory information from Census on our potential interviewees was discussed. The request was made for up to 1200 potential referrals for the study because of the concern that the information will be outdated and unreliable.

It was determined that the VTs will be assigned to certain geographical areas by elementary attendance areas.

11- 4-86 - Planning Conference: The organization of the Visiting Teachers assignment was discussed. The assignments will be made on the computer list, and the list will be copied for each interviewer. Twenty-six potential interviewers' names were submitted to Margaret Grizzard for payroll purposes.

11-11-86 - Planning Conference: Zulfi Ahmad, Joe Gastright, Margaret Grizzard, and Dave Means. We will have available five random samples of dropouts over the past three years. There will be over 5000 names from which we need 400 completed surveys.

Dave Means will administer a few surveys with Zulfi Ahmad and Margaret Grizzard in order to field test the survey instrument.

An In-Service is being planned for November 26, 1986 for the interviewers.

11-20-86 - Surveys were field tested with Zulfi Ahmad and Margaret Grizzard. Two surveys were completed out of seven attempts. Appointments had been scheduled with all seven.

11-26-86 - Dropout Interview In-Service/Hays Social Service Center. The Agenda included the following topics: Purpose of the Study, Ford Foundation Grant, General Guidelines for Interviews, Discussion of the Interview, Probes, Visiting Teacher Assigments (Telephone Statement, Standard Letter), Payment Procedures (Payment to Interviewees, Payment to Interviewers), Daily Log and Mileage

12- 3-86 Survey list assigned to interviewers. Surveys begun. 16 out of possible 40 names.

12- 9-86 - 64 surveys completed.

12-10-86 - The second random sample was given to the interviewers. Approximately 16 out of 80 names. A total of 100 surveys completed.

12-11-86 - A total of 128 surveys completed.

12-12-86 - Survey deadline extended to 12-19-86.

12-15-86 - A total of 210 surveys completed.

12-16-86 - A total of 233 surveys completed.

12-17-86 - A total of 287 surveys were completed.

12-19-86 - Survey deadline extended to 12-23-86.

12-23-86 - A total of 339 surveys completed (73 BM, 80 BF, 83 WM, 103 WF). The decision was made to extend the surveys deadline in order to get the representative race/gender sample: 110 BM, 110 WM, 90 BF, 90 WF.

1- 5-87 - Nine interviewers agree to continue with the survey project. The assignments are now made by race/gender rather than geographical areas.

1-21-87 - A total of 383 surveys completed.

1-23-87 - Survey deadline is extended to 1-30-87.

1-29-87 - A total of 412 surveys were completed to date.

1-30-87 - A total of 429 surveys completed (123 BM, 95 BF, 107 WM, 104 WF).

APPENDIX B

FORD FOUNDATION COLLABORATIVE DROPOUT STUDY

Dropout Interviews

Responses to Open-Ended Item 11: I Want to know why you dropped out. What were the most important reasons?

DROPOUT SURVEY

ITEM 11. I WANT TO KNOW WHY YOU DROPPED OUT. WHAT WERE THE MOST IMPORTANT REASONS?

RACE	*SEX*	*YEAR*	*REASON:*
B	F	8384	GOT MAD AT TEACHER. DIDN'T GET ALONG WITH HER AT ALL AND MADE UP HER MIND TO LEAVE.
B	F	8384	PREGNANT (DIFFICULTIES)
B	F	8384	1. I HAD FAILED ONCE AND WAS TOLD I'D HAVE TO FAIL A SECOND TIME (11TH GRADE) 2. I WAS TRUANT A WHOLE LOT.
B	F	8384	I DIDN'T DO ANYTHING BUT GET ME IN TROUBLE. I JUST GOT IN FIGHTS MAYBE ONCE A WEEK - CERTAIN PEOPLE PICKED ON ME--GIRL I GOT EXPELLED FOR FIGHTING HAD BROKEN JAW AND BROKEN NOSE, HOSPITALIZED ON ADOLESCENT UNIT OF JEWISH HOSPITAL 10/83, 3/84. NEVER RETURNED TO SCHOOL OTHER THAN TO TRY AND RE-ENROLL AND WAS TOLD THERE WAS NO RECORD OF ANY WORK DONE WITH THE INSTRUCTOR AT JEWISH HOSPITAL--SO DECIDED TO QUIT. WHAT IT BOILS DOWN TO IS THE REASON I DROPPED OUT OF SCHOOL IS LOST CREDITS. I'D HAVE TO DO 10TH GRADE OVER WHICH WOULD HAVE MADE ME 21 WHEN I GRADUATED.
B	F	8384	DIDN'T HAVE A BABYSITTER
B	F	8384	PREGNANT, GO TO WORK, DRUGS.
B	F	8384	PURE LAZINESS, I JUST DIDN'T WANT TO GET UP AND I DIDN'T WANT TO BE THERE. IT WASN'T INTERESTING ANYMORE. I REALLY DIDN'T HAVE ------- TO TELL ME NOT TO DROP OUT.
B	F	8384	I WAS PREGNANT AND MY PRINCIPAL TOLD ME THAT THE SCHOOL WOULDN'T BE RESPONSIBLE (AT GAMBLE). I RETURNED TO SCHOOL A YEAR LATER AND MY FRIENDS WERE IN A HIGHER GRADE, DIDN'T HAVE NECESSARY CLOTHES, MOTHER WOULDN'T BABYSIT. I JUST FELT OUT OF PLACE.
B	F	8384	DIDN'T LIKE SHCOOL, IF I COULD HAVE STAYED AT PORTER, I WOULD HAVE FINISHED.
B	F	8384	I GOT MARRIED AND MY HUSBAND WAS IN GERMANY SO I LEFT TO BE WITH HIM.
B	F	8384	LAZINESS--I JUST DIDN'T HAVE THE GET UP AND GO ABOUT GOING TO SCHOOL; I STARTED HAVING BABIES.
B	F	8384	DIDN'T LIKE BEING THERE. THE KIDS WERE ROWDY. THE CLASSES WERE DULL.
B	F	8384	DUE TO PROBLEM WITH COURT
B	M	8384	WAS IN OWE PROGRAM IF ONE DIDN'T HAVE JOB . HE WASN'T ALLOWED TO GO INTO FULL ACADEMIC COURSES AT BEGINNING OF 3RD QUARTER.
B	M	8384	I WAS BEHIND ONE GRADE ALREADY--WHEN I GOT SUSPENDED AT HUGHES IN THE 11TH GRADE I JUST DIDN'T COME BACK
B	M	8384	IN A CAR ACCIDENT--UNABLE TO ATTEND--SCHOOL REFUSED HOME INSTRUCTION.
B	M	8384	TO GO TO WORK FULL TIME.
B	M	8384	HAD TO SUPPORT HIMSELF. COULDN'T GO TO SCHOOL AND EARN ENOUGH TOO. LIVING ON HIS OWN.

B	M	8384	SOMETIMES I WOULD GET TO SCHOOL TOO LATE; STUDENTS WOULD ALWAYS CAP ON EACH OTHER & THE TEACHER WOULDN'T DO ANYTHING ABOUT IT. SO I JUST STOPPED GOING TO SCHOOL
B	M	8384	I FELT TOO OLD, HAD BEEN IN PLACEMENT BY COURT, WAS AGE 19 IN THE 11TH GRADE.
B	M	8384	TEACHERS DIDN'T WANT TO SPEND TIME.
B	M	8384	I THOUGHT I WAS GETTING TOO OLD TO BE IN SCHOOL--I WAS ALREADY BEHIND A COUPLE OF YEARS.
B	M	8384	I NEEDED A JOB.
B	M	8384	I WAS AFRAID TO GRADUATE AND BEGIN COPING WITH LIFE ON MY OWN--EVERYDAY I SKIPPED HOMEROOM AND 2ND BELL CLASS (BECAUSE I HATED GYM). I ATTENDED ALL OTHER CLASSES BUT WAS COUNTED ABSENT FROM HOMEROOM & EVENTUALLY THE VISITING TEACHER SAID I COULDN'T STAY AT WITHROW ANY LONGER & SUGGESTED NIGHT SCHOOL. HE FINALLY WITHDREW ME & I COULDN'T GO THERE ANY MORE. I WAS ALMOST 19 YEARS OLD.
B	M	8384	KEPT FAILING, DIDN'T SEEM LIKE HE TRIED HARD ENOUGH. WHEN HE TRIED, NO ONE LISTENED.
W	F	8384	I WAS TOLD THAT I HAD TO STAY IN SCHOOL 3 MORE YEARS AND I WAS ALREADY 18 YRS OLD.
W	F	8384	I FELT THAT ONE TEACHER WAS PICKING ON ME AND THAT THE OTHER TEACHERS I HAD DIDN'T SEEM TO CARE IF YOU CAME TO CLASS OR WHAT YOU DID.
W	F	8384	PRINCIPAL SAID I MISSED TOO MUCH SCHOOL EVEN THOUGH I HAD DOCTOR'S NOTE. DROPPED OUT TO HAVE BABY & GOT BEHIND.
W	F	8384	JUST DID NOT LIKE BEING THERE DID NOT GET ALONG WITH THE KIDS THERE.
W	F	8384	JUST DIDN'T LIKE SCHOOL
W	F	8384	I WAS PREGNANT AND THE PRINCIPAL DIDN'T WANT ME IN HIS SCHOOL.
W	F	8384	WAS SHORT OF CREDITS DUE TO COUNSELOR ERROR. WOULDN'T HAVE GRADUATED ON TIME.
W	F	8384	BIKE ACCIDENT, THROWN OUT OF NURSING CLASS.
W	F	8384	DID NOT FEEL LIKE SHE WAS LEARNING MUCH OF USE AT THE TIME.
W	F	8384	I WAS PREGNANT, ONE CREDIT SHY FROM GRADUATING AND I HAD TO GO ALL THE WAY TO HUGHES TO A CLASS ON THE 5TH FLOOR. I WAS GETTING MARRIED IN JULY. IT WAS TOO MUCH.
W	F	8384	I DIDN'T GO ENOUGH. I JUST QUIT GOING.
W	F	8384	I WAS PREGNANT. I WAS GETTING MARRIED.
W	F	8384	DIDN'T LIKE SCHOOL BECAUSE I HAD FAMILY PROBLEMS & TEACHERS DIDN'T UNDERSTAND. I WAS ABSENT BECAUSE OF FAMILY PROBLEMS & THEY ENFORCED 7-DAY LIMIT IN A VERY INSENSITIVE FASHION. (TEASED ME ABOUT BEING "ON VACATION"). LACK OF ACCOMODATION TO SPECIAL NEEDS OF PREGNANCY. SOME CLASSES THERE WEREN'T EVEN ENOUGH CHAIRS!
W	F	8384	GOT BORED & DID NOT WANT TO GO.
W	F	8384	JUST WANTED TO STAY HOME.
W	F	8384	I WAS PREGNANT. MY MOM COULDN'T HANDLE WATCHING THE BABY SO I COULD ATTEND.
W	F	8384	I WAS PREGNANT AND WANTED TO GET MARRIED--HAD DIFFICULT PREGNANCY SO THAT I COULD NOT CONTINUE IN SCHOOL (MEDICAL) I ALSO GOT MARRIED.
W	F	8384	I WAS PREGNANT.
W	F	8384	DRUGS--I LIKED IT (SCHOOL) BUT WHEN I WAS HIGH I COULDN'T WAKE UP OR GET GOING.
W	F	8384	WAS WORKING AT NIGHT AND GOING TO SCHOOL DURING DAY--QUIT SCHOOL INSTEAD OF JOB.
W	F	8384	I GOT PREGNANT.

W	M	8384	DIDN'T GET ALONG WITH TEACHERS.
W	M	8384	EXPELLED FOR DRUG TRAFFICKING
W	M	8384	BEING LAZY
W	M	8384	HAVING HASSLES AT HOME & SCHOOL SO HE RAN AWAY. GONE 9 MO. & WAS TOO FAR BEHIND UPON RETURN.
W	M	8384	GETTING JUMPED.
W	M	8384	I GOT A JOB, I DIDN'T FEEL I WAS LEARNING ANYTHING.
W	M	8384	I WAS EXPELLED FOR DRUG TRAFFICING.
W	M	8384	LACK OF CREDITS AND I WAS WORKING A NIGHTTIME JOB.
W	M	8384	EXPULSION/MENTAL PROBLEMS.
W	M	8384	GOT IN TROUBLE (LOCKED UP)--DIDN'T WANT TO GO.
W	M	8384	DIDN'T WANT TO GRADUATE WITH MY LITTLE BROTHER, I WAS BEHIND.
W	M	8384	ASS'T PRINCIPAL AND COUNSELOR. ALSO I DEVELOPED LYMPHOMA AND WAS ON MEDICATION AND WAS ACCUSED OF TAKING DRUGS. THIS CONTINUED EVEN AFTER THE SCHOOL WAS NOTIFIED.
W	M	8384	TO HELP FAMILY FINANCIALLY.
W	M	8384	BORED AND NOT WANTING TO GO.
W	M	8384	I HAD TO LIVE ON MY OWN AT THE TIME BECAUSE I WASN'T GETTING ALONG WITH MY DAD.
W	M	8384	I THOUGHT I COULD MAKE IT ON MY OWN.
W	M	8384	DRUGS & ALCOHOL.
W	M	8384	HE GOT INVOLVED WITH DRUGS.
W	M	8384	I HAD FAMILY PROBLEMS. MY DAD IS AN ALCOHOLIC. I DIDN'T HAVE DECENT CLOTHES TO GO TO SCHOOL. THERE WERE TROUBLEMAKERS BOTHERING ME. HALL MONITORS BOTHERED ME.

B	F	8485	DAUGHTER--CHILD CARE.
B	F	8485	DID NOT HAVE A BABYSITTER
B	F	8485	PREGNANT, LACK OF MONEY
B	F	8485	JUST STOPPED. DIDN'T WANT TO GO ANYMORE.
B	F	8485	PREGNANCY, BIRTH OF SECOND CHILD, POOR GRADES IN GRADE 10. (MIND OFF SCHOOL) SOCIAL LIFE MORE IMPORTANT, GOT IN WITH WRONG CROWD.
B	F	8485	EXPELLED DURING LAST YEAR - FIGHT WITH HALL MONITOR - DECIDED NOT TO GO BACK.
B	F	8485	I USED TO GET IN SO MUCH TROUBLE. I WAS AFRAID OF HIM (PROBATION OFFICER) COMING TO LOCK ME UP BECAUSE I WOULDN'T GO SEE HIM ( )THEN I GOT PREGNANT AND DIDN'T HAVE CHILD CARE.
B	F	8485	I DIDN'T LIKE MY TEACHERS--ARGUED WITH THEM. I WAS FAILING & SKIPPING & THE VT TOLD ME I'D BE BETTER AT MCMILLAN CENTER I GOT TIRED OF IT AT MCMILLAN & FOUND A JOB. I REPEATED THE 9TH GRADE TWICE, THAT MADE ME WANT TO GIVE UP.
B	F	8485	I FAILED 2 CLASSES IN 11TH GRADE. I DON'T UNDERSTAND WHY BECAUSE IT HAD NEVER HAPPENED BEFORE. MAYBE IT WAS BECAUSE I HAD BEEN IN PAROCHIAL SCHOOLS TILL END OF 9TH, HAD A YEAR IN MINNESOTA & CAME TO WESTERN HILLS WHICH WAS A VERY DIFFERENT EXPERIENCE FOR ME. THE NEXT YEAR WHEN I WAS REPEATING 11TH I REPEATEDLY ASKED MY COUNSELOR HOW I COULD GRADUATE WITH MY CLASS & SHE JUST TRANSFERRED ME OUT. I WANTED TO GO TO AIKEN BUT I WASN'T IN THEIR DISTRICT & MY COUNSELOR SAID I HAD TO GO TO TAFT AND I DIDN'T WANT TO GO THERE. THEY LOST ALL MY RECORDS AND WESTERN HILLS WOULDN'T LET ME BACK IN, SO I FINALLY JUST QUIT GOING TO SCHOOL IN APRIL BECAUSE NOTHING WAS DOING ME ANY GOOD.

B	F	8485	PREGNANT
B	F	8485	WAS PREGNANT
B	F	8485	I FAILED ENGLISH AND DIDN'T GO BACK.
B	F	8485	I WAS WITHDRAWN BECAUSE I MISSED TOO MANY DAYS.
B	F	8485	PREGNANT.
B	F	8485	CHILD CARE AND WORKING TO SUPPORT MY KIDS.
B	F	8485	BECAUSE OF BABY
B	F	8485	DROPPED OUT TO GO TO WORK.
B	F	8485	HAD A CHILD TO TAKE CARE OF, AND WAS PUT OUT OF HER MOTHER'S HOUSE BY MOTHER.
B	F	8485	PREGNANT & CHILD CARE.
B	F	8485	PREGNANT
B	F	8485	PREGNANT, CHILD CARE
B	F	8485	I MISSED A LOT OF DAYS BECAUSE OF MY SON, I HAD NO BABYSITTER.
B	F	8485	ATTENTION; IT DIDN'T HAVE NOTHING TO DO WITH EDUCATION; IT WAS FOR MEETING PEOPLE, I WOULD HAVE PREFERRED HAVING INDIVIDUAL TEACHING.
B	F	8485	I MISSED GRADUATING BY 1 POINT (ART) I FAILED IT THE LAST TERM OF MY SENIOR YEAR. I MARCHED AND WAS TO GO BACK IN THE SUMMER TO MAKE IT UP BUT I NEVER DID. IT WAS JUST NEGLECT FROM THERE.
B	F	8485	GOT WITHDRAWN BECAUSE OF ATTENDANCE PROBLEMS.
B	F	8485	WAS PREGNANT.
B	F	8485	TRUANCY, NOT BEING ABLE TO GET MYSELF TO SCHOOL. I DID OK FOR AWHILE THEN I WOULDN'T BE VERY EXCITED ABOUT GOING.
B	F	8485	PREGNANCY.
B	F	8485	PREGNANCY AND CHILD CARE PROBLEMS
B	M	8485	DIDN'T HAVE CAR ANYMORE
B	M	8485	I DIDN'T WANT TO GO BACK IN SEPT & FACE (TCHR NAME) AFTER WHAT HAPPENED THE PREVIOUS MAY 28. (I WAS PUT IN JAIL CHARGED WITH FELONY, ASSAULT WHILE ON A CLASS FIELD TRIP).
B	M	8485	POOR ATTENDANCE
B	M	8485	MISSED A LOT OF SCHOOL. JUST DIDN'T LIKE GOING THERE. PEOPLE AT SCHOOL DIDN'T SEEM TO CARE.
B	M	8485	FATHER HAD CANCER OF THE BLOOD AND I WAS NEEDED AROUND THE HOUSE. HE WAS REALLY MY UNCLE.
B	M	8485	AT THE TIME I GOT BORED AND MY MIND WASN'T ON SCHOOL. I WAS MORE INTERESTED IN SPORTS AND FRIENDS.
B	M	8485	WAS SUSPENDED 4TH QUARTER. WOULD HAVE FAILED THE YEAR & BEEN 2 YRS. BEHIND.
B	M	8485	I JUST DIDN'T WANT TO GO.
B	M	8485	FRIENDS WERE LEADING ME TO TROUBLE.
B	M	8485	LOCKED UP IN DETENTION CENTER. TOO OLD.
B	M	8485	84-85 SCHOOL YEAR SPENT 6 MOS. IN "DYS PLACEMENT", RETURNING TO CINTI. IN LATE SPRING '85. THE FOLLOWING FALL HE ENROLLED IN TAFT NIGHT SCHOOL AND ATTENDED ALL YEAR.
B	M	8485	NEEDED TO WORK BECAUSE HAD TO SUPPORT A CHILD WHICH WAS ON THE WAY. I ONLY HAD 3 UNITS TO GO & DIDN'T WANT TO GO A WHOLE YEAR TO GET THEM.
B	M	8485	JUST DECIDED HE DID NOT WANT TO GO ANYMORE
B	M	8485	STUDENT FELT HE HAD ENOUGH CREDITS--WAS TOLD AT LEAST MINUTE HE WAS SHORT CREDITS--NEVER RETURNED.
B	M	8485	FRUSTRATION--JUST DIDN'T LIKE IT
B	M	8485	FAMILY DIDN'T HAVE MUCH MONEY AFTER PARENTS DIVORCED. CLOTHES HAD HOLES. WANTED A JOB TO LOOK PRESENTABLE.
B	M	8485	ATTENDANCE WAS BAD & SINCE HE WAS OVERAGE, HE WAS TOLD TO LEAVE.

B	M	8485	FELT HE NEEDED MONEY MORE THAN EDUCATION AT THE TIME.
B	M	8485	MONEY PROBLEMS.
B	M	8485	STUDENTS WHO DID NOT CARE TO LEARN CAUSED PROBLEMS FOR OTHERS. TEACHER HAD TO DEAL WITH THEM. HE GOT FED UP & QUIT.
B	M	8485	I WAS WORKING PART TIME AT A PLACE I LIKED AND THEY OFFERED ME A FULLTIME JOB AS A COOK AND I FIGURED I BETTER NOT PASS IT UP. I COULD ALWAYS GO BACK TO SCHOOL.
B	M	8485	FOOT INJURY (HAD TO QUIT).
B	M	8485	PUT OUT BY COURT--ATTENDANCE.
B	M	8485	TOO FAR BEHIND.
B	M	8485	I WAS ABOUT NOT GOING. I WAS IN OWE AT WITHROW--I GOT TRANSFER PAPERS FROM WITHROW TO GO TO WOODWARD AND I WASN'T ACCEPTED AT WOODWARD. SO I JUST GOT A JOB. THEY WANTED ME TO GO TO TAFT OR HUGHES AND I WASN'T GOING.
B	M	8485	WENT TO REFORMATORY SCHOOL, BECAME A FATHER AT THE AGE OF 17.
B	M	8485	BECAUSE I HAD SOME INVOLVEMENT WITH THE LAW.
B	M	8485	I GOT TIRED OF GOING TO SCHOOL, IT BECAME BORING.
B	M	8485	I PARTICIPATED IN GRADUATION EXERCISES, BUT HAD FLUNKED ENGLISH AND HAD TO TAKE IT IN SUMMER. IN THE SUMMER I GOT SICK AND COULDN'T GET TO SCHOOL. SO I DROPPED OUT. I ALSO HAD TO MAKE UP A SCIENCE CLASS I HAD FLUNKED IN THE 9TH GRADE THAT I DIDN'T KNOW ABOUT UNTIL 1 MONTH BEFORE GRADUATION.
B	M	8485	WORK, MONEY.
B	M	8485	I WASN'T COMING EVERYDAY DUE TO CANCER--ONE TEACHER TRIED TO GET ME IN OWA BUT NO JOB AVAILABLE--I WAS TO BE TRANSFERRED TO MCMILLAN BUT THE SCHOOL NEVER DID IT.
B	M	8485	DRUGS & FINANCIAL.
B	M	8485	I WAS HAVING PROBLEMS, WITHIN MYSELF COPING WITH SCHOOL.
B	M	8485	HADN'T GAINED THE KNOWLEDGE OTHERS HAD.
B	M	8485	COUNSELOR [illegible]LD HIM HE WAS TOO OLD.
B	M	8485	STARTED S[illegible]PING SCHOOL I WANTED TO MAKE MONEY.
W	F	8485	I GOT PREGNANT. I DIDN'T LIKE IT. TEACHERS AREN'T ANY GOOD.
W	F	8485	PREGNANCY LED TO PARENTS SAYING I COULDN'T STAY HOME--SO I WAS LIVING FROM PLACE TO PLACE--HARD TO GET TO SCHOOL BECAUSE AT TIMES DISTANCE WAS SO GREAT, NO MONEY TO GET TO SCHOOL--JUST QUIT GOING.
W	F	8485	DROPPED OUT DUE TO MEDICAL REASONS--SICK A LOT.
W	F	8485	I WANTED TO STAY HOME WITH MY BABY & KEEP HOUSE FOR ME AND MY HUSBAND. I WAS HAVING STOMACH PROBLEMS. BECAUSE I WAS NERVOUS ABOUT LEAVING MY BABY. I KNEW I COULDN'T GRADUATE IN 2 YRS AND GOT DISCOURAGED. I HAD TO REPEAT 9TH GRADE BECAUSE OF SOME MEDICAL PROBLEMS DURING THE PREGNANCY.
W	F	8485	I GOT PREGNANT.
W	F	8485	JUST DIDN'T FEEL THAT I WAS GETTING WHAT I NEEDED.
W	F	8485	PREGNANT & PROBLEMS AT HOME.
W	F	8485	I WAS PREGNANT AT THE TIME & MY MOTHER SIGNED ME OUT BECAUSE I DID'NT WANT EVERYONE TO KNOW I WAS PREGNANT.
W	F	8485	DID NOT LIKE HAVING TO BE SOMEWHERE WHERE SHE DIDN'T WANT TO BE.
W	F	8485	NONE--SCHOOL PUT HER OUT.
W	F	8485	I DIDN'T WANT TO REPEAT 12TH GRADE.
W	F	8485	I WAS PREGNANT AND I HAD TO WORK TO GET MONEY FOR THE HOSPITAL BILL.
W	F	8485	TOO EARLY STARTING TIME.
W	F	8485	TO TAKE CARE OF MY KID.
W	F	8485	I WANTED TO WORK RATHER THAN TO GO TO SCHOOL.

W	F	8485	IN OWE HAD DAUGHTER--COULD NOT GO FULL TIME.
W	F	8485	I GOT MARRIED BUT I DID GO FOR AWHILE AFTER I GOT MARRIED. I COULDN'T GET UP EARLY
W	F	8485	WAS NEEDED FOR CHILD CARE OF HER BABY.
W	F	8485	(TCHR NAME -- OWE) WANTED ME TO STOP WORKING TO SUPPORT MYSELF & COME TO CLASS MORE HOURS A DAY. ALSO AN INCIDENT HAPPENED--OWE DISMISSED EARLY & I WAS PICKED UP BY POLICE & TAKEN BACK TO SCHOOL--NO ONE HELPED ME AT THE SCHOOL. THE SCHOOL OFFICE LET THE POLICE TREAT ME LIKE A CRIMINAL. I SHOULD HAVE HAD AN OWE "PASS" BUT THEY HADN'T BEEN GIVEN OUT YET. IT WAS AWFUL THE WAY I WAS TREATED.
W	F	8485	I HAD A LITTLE GIRL. I GOT MARRIED AND I THOUGHT MY HUSBAND WOULD SUPPORT ME, I WISH I HAD NOT DROPPED OUT.
W	F	8485	MOTHER WAS SICK AT THE TIME
W	F	8485	DROPPED OUT WHEN PREGNANT. RETURNED BUT DROPPED OUT AGAIN BECAUSE OF NO SITTER.
W	F	8485	DROPPED OUT ONCE & WENT BACK. MATH TEACHER WOULD NOT HELP ME. THE SECOND TIME I WAS PREGNANT.
W	F	8485	PREGNANCY--COULD NOT TAKE STEPS AT SCHOOL.
W	F	8485	DROPPED OUT DUE TO DIFFICULTY AROUND PREGNANCY--7TH MONTH OF PREGNANCY; HAD DIFFICULTY GETTING TO SCHOOL (MCMILLAN), BUS PROBLEMS (TRANSFERS).
W	F	8485	PREGNANCY--BIRTH AND BABYSITTING PROBLEMS.
W	F	8485	GETTING MARRIED.
W	F	8485	I ALWAYS CUT CLASS AND WASN'T INTERESTED IN SCHOOL ANYMORE.
W	F	8485	PREGNANT, CHILD CARE.
W	F	8485	TAKE CARE OF MY BABY; I WAS TOLD WRONG INFORMATION ABOUT CREDITS TO GRADUATE.
W	F	8485	I WAS TOO BORED--DID NOT LIKE SCHOOL, WAS NOT GOING TO SPEND ANOTHER YEAR IN 7TH GRADE.
W	F	8485	PREGNANT.
W	F	8485	NEEDED TO WORK TO SUPPORT DAUGHTER
W	F	8485	JUST DIDN'T LIKE SCHOOL.
W	F	8485	WASN'T LEARNING ANYTHING THAT SHE DIDN'T ALREADY KNOW.
W	F	8485	PREGNANT, MEDICAL PROBLEMS.
W	F	8485	WORKING
W	F	8485	1.ALL THE KIDS MADE FUN OF ME BECAUSE I WAS A SLOW LEARNER & NO ONE STOPPED TO HELP ME WHEN I GOT STUCK. 2. SEEMED AS IF I WAS NOT AS IMPORTANT TO THEM(SCHOOL) AS I WAS SUPPOSED TO BE
W	M	8485	OWE--NOT ATTENDING.
W	M	8485	TO GET A JOB AND HELP MY MOTHER.
W	M	8485	PARENTS SUGGESTED, I WAS WASTING TIME, NEEDED MONEY
W	M	8485	1. I HAD EPILEPSY AND I COULD NOT DO EVERYTHING IN GYM SO THEY WOULD NOT PASS GYM. 2. MY TEACHER WAS ALWAYS PULLING ALL THE KIDS DOWN. MR. XX WOULD NOT LET ME MOVE THE OTHER CLASS. HE REALLY CAUSED ME TO DROP OUT. SHOP TEACHER--CAUSED IT.
W	M	8485	COULD NOT DEAL WITH IN SCHOOL.
W	M	8485	THEY TOLD ME TO LEAVE SCHOOL
W	M	8485	I JUST DIDN'T LIKE SCHOOL
W	M	8485	AGE--FELT LIKE I DIDN'T BELONG
W	M	8485	BAD SCHOOL GRADES--NEEDED NIGHT SCHOOL AND SUMMER SCHOOL. GOT GOOD PAYING JOB SO HE QUIT.
W	M	8485	HAD PROBLEMS AT HOME. MOVED OUT. WAS EITHER SCHOOL OR EAT.
W	M	8485	LOT OF HASSLE FROM TEACHER. TEACHERS SIDED WITH BLACKS.
W	M	8485	ONLY WHITE IN ROOM AND BLACKS MADE FUN OF ME.
W	M	8485	I WANTED TO FIND WORK. I WANTED TO BUY A CAR.

W	M	8485	SOC. SEC. RAN OUT AND HAD TO MAKE A LIVING WHEN I MOVED OUT.
W	M	8485	WALNUT HILLS TOO COMPETETIVE.
W	M	8485	I WASN'T LEARNING EVERYTHING. I WAS GETTING STRAIGHT A'S BUT EACH YEAR SEEMED A REPEAT OF THE OTHER YEAR. I'M NOT THAT SMART BUT SCHOOL WASNT THAT DIFFICULT.
W	M	8485	I GOT IN TROUBLE AND GOT LOCKED UP THEY ALSO WERE GOING TO GET ME FOR TRUANCY SO I DROPPED OUT.
W	M	8485	I WAS CUTTING CLASSES, NOT STUDYING AND WASN'T GETTING ANYTHING OUT OF IT. ACTUALLY MY FATHER THOUGHT IT MIGHT BE BEST IF I LEFT SCHOOL AND DID SOMETHING ELSE.
W	M	8485	THEY SENT ME A LETTER SAYING I WAS KICKED OUT BECAUSE I MISSED SO MANY DAYS.
W	M	8485	PARTYING TOO MUCH & BORED.
W	M	8485	HAD TO START WORKING, DIDN'T LIKE PLACEMENT IN CLASSES (BEHIND)
W	M	8485	TO START WORKING. FELT AWKWARD BEING OVERAGE IN 10TH GRADE. PUSHED OUT BY ADMINISTRATION AND DID NOT GIVE ALTERNATIVE TO DROPPING OUT.
W	M	8485	I STARTED WORKING AND I WAS MISSING TOO MUCH SCHOOL AND WAS MORE OR LESS KICKED OUT.
W	M	8485	DID ENOUGH CREDITS.
W	M	8485	BLACKS--TOO MUCH HASSLE.
W	M	8485	WASN'T ATTENDING VERY MUCH--ENCOURAGED TO (BECAUSE OF WORK
W	M	8485	FOOT INJURY--HAD PROBLEMS GETTING AROUND THE BLDG.
W	M	8485	POOR ATTENDANCE/BIG TRANSITION FROM LASALLE TO WEST HIGH.
W	M	8485	IT WAS BORING AND MY EX-BROTHER-IN-LAW OFFERED ME A JOB.
W	M	8485	I TURNED 18 WHEN IN THE VOCATIONAL PROGRAM & DECIDED TO GET A GED.
W	M	8485	WAS IN TROUBLE WITH JUV. CT. AND DECIDED TO GET A JOB.
W	M	8485	HAD A JOB--MONEY.

B	F	8586	I WANTED TO GO TO SCHOOL HALF TIME AND WORK THE OTHER PART. I JUST DIDN'T HAVE ANY INTEREST IN SCHOOL.
B	F	8586	WAS PREGNANT AND SICK A LOT WITH PREGNANCY.
B	F	8586	PREGNANT
B	F	8586	CHILD CARE
B	F	8586	GOT INTO A LOT OF FIGHTS AND HAD A LOT OF PROBLEMS
B	F	8586	BECAUSE TRANSPORTATION, I COULD NOT GET A BUS CARD.
B	F	8586	PREGNANT AND BABY SITTER.
B	F	8586	TOLD IN APRIL OF SENIOR YEAR SHE DIDN'T HAVE ENOUGH CREDITS TO GRADUATE--EVEN WITH SUMMER SCHOOL--JR.YEAR SHE WAS IN DRUG REHAB CENTER (STRAIGHT).
B	F	8586	DIDN'T GET ALONG WITH PEOPLE. TOO BIG OF SCHOOL.
B	F	8586	PREGNANT, FAILED 9TH GRADE.
B	F	8586	PREGNANT--DIDN'T GO BACK.
B	F	8586	THOUGHT SHE WAS GOING TO GO CRAZY, NEEDED A BREAK FROM SCHOOL.
B	F	8586	WAS TOLD BY SOMEONE AT SCHOOL NOT TO RETURN.
B	F	8586	BECAUSE I HAD A BABY
B	F	8586	I WAS PREGNANT
B	F	8586	GETTING UP IN THE MORNING.
B	F	8586	BECAUSE THEY MOVED ME BACK TO THE NINTH GRADE AGAIN.
B	F	8586	TROUBLE--FAMILY PROBLEMS. ASST. PRIN. WAS BUGGING ME. WHEN I TRIED TO GET INTO ANOTHER SCHOOL, HE HAD MOUTHED ME.

B	F	8586	I WASN'T GETTING ALONG WITH THE COUNSELOR AND TEACHER. I WAS SUPPOSE TO HAVE A JOB TO MEET THE REQUIREMENT OF GRADUATION AND SINCE I DIDN'T HAVE THE JOB, I JUST QUIT.
B	F	8586	I HAD TO TAKE CARE OF BY DAUGHTER WHO HAS A ------ AND PLUS SHE WAS IN AND OUT OF HOSPITAL.
B	F	8586	PREGNANCY & CHILD CARE
B	F	8586	WASN'T ENOUGH MONEY. WENT TO WORK.
B	F	8586	PROBLEMS AT HOME KEPT ME FROM CONCENTRATING ON SCHOOLWORK, MOM PUT ME OUT A COUPLE OF TIMES--MOM SAID SHE'D WATCH MY BABY & LET THE SITTER FROM "HCDHS" GO. THEN MOM CHANGED HER MIND.
B	F	8586	JUST TIRED OF GOING, PREGNANT.
B	F	8586	I HAD A BABY AND THE BABY WAS LATE AND I DIDN'T GO BACK. BUT THEY WERE SUPPOSED TO SEND MY WORK HOME BUT NEVER DID.
B	F	8586	THE PRINCIPAL AT TAFT WAS NOT COOPERATIVE IN HELPING ME STAY IN SCHOOL (WENT TO MCMILLAN AND DIDN'T LIKE IT--PRINCIPAL WOULDN'T LET ME BACK AT TAFT HI)
B	F	8586	I WAS PREGNANT
B	F	8586	PREGNANT
B	F	8586	I DIDN'T LIKE GETTING UP IN THE MORNING.
B	F	8586	I HAD A SON AND HAD TO TAKE CARE OF HIM, LOST INTEREST IN SCHOOL.
B	F	8586	THE SCHOOL PUT ME OUT, SAID THAT?????
B	F	8586	WAS 2 YRS BEHIND.
B	F	8586	WAS PUT BACK A GRADE WHEN 18 YRS OLD. GIVEN THE RUN-AROUND SO SHE QUIT.
B	F	8586	GOT PREGNANT.
B	F	8586	STOPPED GOING--GOT TIRED OF GOING & BEING BOTHERED WITH SCHOOLWORK.
B	F	8586	I GOT IN TROUBLE, CAUGHT STEALING.
B	F	8586	I DIDN'T LIKE IT.
B	F	8586	STOPPED ATTENDING BECAUSE I DIDN'T GET ALONG WITH TEACHERS. ADMIT I HAD AN ATTITUDE PROBLEM ALSO. DRUGS PLAYED A PART.
B	F	8586	I ALWAYS SAY I DIDN'T DROP OUT, THEY WITHDREW ME FROM SCHOOL. I HAD GOTTEN MARRIED AND WAS GONE 1 1/2 WKS. THEY WITHDREW ME BECAUSE OF ATTENDANCE--BUT I WAS REALLY THERE
B	F	8586	I WAS PREGNANT WHEN I DROPPED OUT - AND I WAS HAVING STOMACH PAINS IN SCHOOL AND MY MOTHER WOULDN'T LET ME GO HOME- SO I STARTED LEAVING ON MY OWN, AND THEN I JUST STOPPED GOING.
B	F	8586	I HAD A CHILD.
B	F	8586	TEACHERS WERE NOT FAIR, MISSED TOO MANY DAYS OF SCHOOL
B	F	8586	I WAS GETTING IN TROUBLE, FIGHTING A LOT AND GETTING SUSPENDED; COULDN'T GET ALONG WITH THE TEACHERS. I GOT TIRED OF IT, I WAS SUSPENDED AND THEN I JUST STOPPED GOING, SO THEY PUT ME IN MCMILLAN CENTER AND I STAYED THERE UNTIL I GOT A JOB.
B	F	8586	I GOT PREGNANT. I LEFT SCHOOL 3 WEEKS BEFORE MY SON WAS BORN AND JUST NEVER WENT BACK.
B	F	8586	NO BABY SITTER--HAD TO TAKE CARE OF MY 2 CHILDREN
B	F	8586	BECAUSE I WAS BEHIND
B	F	8586	SCHOOL WAS BORING AND I FELT TOO OLD TO BE THERE (19 YRS OLD).
B	F	8586	JUST HATED SCHOOL DIDN'T LIKE SITTING IN CLASS ALL DAY.
B	F	8586	I WAS QUIET, SHY AND SCARED OF BEING AROUND SO MANY PEOPLE.
B	F	8586	CHILD CARE.
B	F	8586	I WAS PUT OUT!

B	M	8586	LIVED ALONE--WORKING WAS SWITCHED FROM NIGHT TO DAY STAFF. PARENTS WERE DECEASED.
B	M	8586	WHEN I WENT TO COLUMBUS (TICO) THEY TOLD ME THAT IT WOULD TAKE ANOTHER YEAR AND A HALF TO FINISH. I WANTED TO COLLEGE AND I DIDN'T WANT IT TO TAKE THAT LONG SO I WENT FOR MY GED. I STOPPED GOING TO WOODWARD BECAUSE I WAS IN 20-20 AND THEN TRANSFERRED TO TICO.
B	M	8586	I DIDN'T WANT TO--WHAT MADE ME WAS MY GIRLFRIEND I SPENT TOO MUCH TIME WITH HER. I JUST GOT LAZY- BUT I REALLY DIDN'T WANT TO DROP OUT.
B	M	8586	PEOPLE KEPT HASSLE ME.
B	M	8586	TO GET A JOB.
B	M	8586	I WAS GETTING IN TROUBLE ALL THE TIME, THE POLICE PICKED ME UP ON THEFT CHARGES, PUT 3 MOS IN JAIL, NEVER RETURNED TO SCHOOL.
B	M	8586	JUST GOT TIRED OF SCHOOL.
B	M	8586	ONE MEDICAL PROBLEM AFTER ANOTHER. EYE AND HAND PROBLEMS.
B	M	8586	I JUST GOT IN A LOT OF TROUBLE ("INTOXICATING, DISORDERLY CONDUCT") DURING EXPULSION I COMMITTED A LOT OF CRIMES AND VIOLATION OF COURT ORDER. I WAS IN DYS AND JUST RETURNED DEC 3, (WAS THERE FOR 6 MOS.)
B	M	8586	WENT INTO JOB CORPS.
B	M	8586	I GOT IN A FIGHT WITH 3 BOYS DOWN THERE--I HAD TO CHANGE MY ACT AROUND--THEY (TEACHERS) DIDN'T LIKE MY ATTITUDE.
B	M	8586	MISSED TOO MANY DAYS DUE TO SUSPENSIONS.
B	M	8586	I WAS TOLD TO LEAVE SCHOOL--GOT INTO A LOT OF FIGHTS.
B	M	8586	TIRED OF DAY SCHOOL.
B	M	8586	I WAS HAVING PROBLEMS AND JUST COULD NOT GO TO SCHOOL EVERY DAY.
B	M	8586	I DROPPED OUT SO I COULD GET INTO THE STREETS.
B	M	8586	MOVED OUT OF TOWN & WHEN I CAME BACK I NEVER WENT TO SCHOOL.
B	M	8586	TEACHERS WERE NOT UNDERSTANDING. BEGAN MISSING--FELT TOO OLD TO BE WITH YOUNGER STUDENTS.
B	M	8586	I WAS 19 YEARS OLD IN THE 12TH GRADE & IT WAS CLEAR I WASN'T GOING TO PASS BECAUSE I'D BEEN ABSENT SO MANY DAYS. THERE WAS A CRISIS WITH MY GIRLFRIEND GETTING PREGNANT.
B	M	8586	GOT TOO FAR BEHIND.
B	M	8586	HAD TOO MANY PROBLEMS FAMILY & OTHERWISE.
B	M	8586	DID NOT LIKE BEING IN 10TH GRADE AT 18.
B	M	8586	JUST GOT TIRED OF IT. DIDN'T SEE ANY REASON TO STAY THERE.
B	M	8586	THEY PUT YOU IN NIGHT SCHOOL.
B	M	8586	NO ONE CARED. WHEN HE GOT SUSPENDED IT MADE NO DIFFERENCE IF HE RETURNED OR NOT BECAUSE NO ONE WAS CONCERNED.
B	M	8586	DID NOT LIKE STUDENTS & TEACHERS.
B	M	8586	MISSED TOO MANY DAYS, ABSENT TOO MUCH.
B	M	8586	NEVER WANTED TO GO TO WITHROW. WANTED TO GO TO ANOTHER SCHOOL.
B	M	8586	BECAUSE I WAS FAR BEHIND--NO NEED TO FINISHED.
B	M	8586	I WENT TO JOB CORPS--I HAD A JOB.
B	M	8586	STARTED WORKING--MESSING UP IN SCHOOL. MISSED TOO MANY DAYS.
B	M	8586	WAS IN VOCATIONAL CLASSES BUT WAS PUT IN REGULAR ED. BECAUSE HE COULDN'T FIND A JOB. WAS BEHIND WHEN HE GOT IN. COULDN'T CATCH UP.
B	M	8586	I WAS JUST TIRED OF IT. THEY KEPT SENDING ME BACK & FORTH TO WOODWARD & CREST HILLS. AND THEY KEPT SENDING ME TO THE OFFICE BECAUSE I HAD THE SAME NAME AS ANOTHER GUY IN MY CLASS WHO WAS ALWAYS ABSENT.

B	M	8586	AT THE END OF MY 9TH GRADE YEAR, MY ADMINISTRATOR TOLD ME NOT TO COME BACK BECAUSE I MISSED TOO MANY DAYS. I TRIED TO GET INTO CAPE & WITHROW & HUGHES AND THEY WOULDN'T ACCEPT ME. I USED TO SKIP SOME CLASSES BECAUSE I DIDN'T LIKE THEM.
B	M	8586	DIDN'T GET ALONG WITH PEOPLE--WASN'T LEARNING ANYTHING.
B	M	8586	I DID NOT NEED THAT MANY PEOPLE TELLING ME WHAT TO DO.
B	M	8586	WAS NOT LEARNING. DIDN'T WANT TO PUT FORTH EFFORT NEEDED.
B	M	8586	FRUSTRATED BY SCHOOL AND I WASN'T GETTING ALONG WITH TEACHERS. I WAS ALREADY 2 YRS. BEHIND. I WANTED TO EARN MONEY AND GET A GED.
B	M	8586	PUT OUT OF SCHOOL FOR TRUANCY
B	M	8586	HAD 2 KIDS, I HAD TO GET A JOB TO SUPPORT THEM.
B	M	8586	FATHER'S DEATH (MAR 86). CLASSES MOVED MORE SLOWLY THAN HE THOUGHT THEY SHOULD HAVE. WAS TOLD IT WASN'T SPECIAL ED, BUT FELT LIKE IT WAS.
B	M	8586	HAD TO LEAVE TO GET A JOB BECAUSE I WAS A FATHER.
B	M	8586	LOT OF PROBLEMS.
B	M	8586	DID NOT HAVE MONEY. WOULD HAVE STAYED IN IF MOM COULD HAVE GIVEN HIM THE THINGS HE NEEDED.
B	M	8586	WAS ACCUSED OF STEALING SOME SHOES. AFTER THAT HE DID NOT WANT TO GO BACK.
B	M	8586	WORK WAS TOO EASY--REPEATING THE SAME WORK OVER AND OVER AGAIN.
B	M	8586	JOB DURING SUMMER INSTEAD OF SUMMER SCHOOL.
B	M	8586	FINANCIAL PROBLEMS--NEEDED TO WORK IN DAY.
B	M	8586	TO GET A JOB.
B	M	8586	TIRED OF GOING TO SCHOOL. I WAS 18 YEARS OLD. I JUST KNEW WHEN I WALKED OUT OF SCHOOL THAT LAST DAY IN 11TH GRADE THAT I WOULDN'T BE BACK THE NEXT FALL.
B	M	8586	I GOT A GIRL PREGNANT AND WE HAD A BABY AND I HAD TO TAKE CARE OF IT.
B	M	8586	HAD TO GO WORK FULL-TIME / COULDN'T COMBINE BOTH WORK & SCHOOL.
B	M	8586	TOO OLD FOR THE GRADE I WAS IN.
B	M	8586	I HURT MY KNEE PLAYING FOOTBALL IN THE SUMMER OF 86. I HAD TO HAVE SURGERY IN SEPT. AND STAY OFF MY LEG FOR 3 MO. WOODWARD WITHDREW ME AS A NO SHOW.
B	M	8586	ATTENDED SUMMER SCHOOL AFTER SR. YR.--MISSED DAYS DUE TO WORK.
B	M	8586	ASSISTANT PRINCIPAL TOLD HIM HE WAS TOO OLD.
B	M	8586	I WENT TO THE PRINCIPAL TO TALK ABOUT A PROBLEM AND THE SECRETARY WOULDN'T LET ME SEE HIM. (SUMMARY STATES OTHER REASONS, CHILD USED THIS AS EXCUSE)
B	M	8586	WAS EXPELLED FOR ASSAULTING A TEACHER. TOLD NOT TO RETURN TO CPS.
B	M	8586	GOT MARRIED & HAD A BABY.
B	M	8586	WAS IN A CAR ACCIDENT & COULD NOT RETURN.
B	M	8586	WAS LOCKED UP IN HILLCREST, ENROLLED IN HUGHES--LEFT CITY TO SEE GIRLFRIEND.
B	M	8586	WENT THROUGH GRADUATION EXERCISES BUT DIDN'T RECEIVE A DIPLOMA. WAS SUPPOSE TO RETURN THE DAY AFTER GRADUATION TO SERVE A DT FOR ENGLISH TEACHER SO HE COULD GET CREDIT BUT DIDN'T GO. THEREFORE DIDN'T GRADUATE.
B	M	8586	CLOWNING; REPEATED 2 TIMES GRADES.

B	M	8586	I WAS TOO OLD (AGE 19) & KIDS WERE SAYING THINGS ABOUT IT. I WAS HAVING A HARD TIME NOT GETTING INTO FIGHTS. WHEN SEPTEMBER CAME, I JUST DECIDED NOT TO GO BACK. A COUPLE OF MY TEACHERS CALLED ME & TRIED TO GET ME TO COME BACK, BUT I JUST WASN'T INTERESTED. I THOUGHT I WAS TOO OLD FOR SCHOOL AND I'D MAKE IT OK WITHOUT FINISHING HIGH SCHOOL.
B	M	8586	GET A JOB.
B	M	8586	I LIKED SCHOOL, MOSTLY, BUT ONE OF MY TEACHERS GAVE ME AN "F" THE WEEK BEFORE I SHOULD HAVE GRADUATED. SHE HAD PROMISED ME A "D" & THE "F" KEPT ME FROM GRADUATING. NO WAY WAS I GOING BACK AFTER THAT.
B	M	8586	LACK OF MONEY; SPECIAL ED STATUS (WAS BEHIND IN GRADE LEVEL, SENSITIVE ABOUT THIS)
B	M	8586	I GOT INTO TROUBLE OR I NEVER WOULD HAVE LEFT.
B	M	8586	ASST. PRINCIPAL WOULD WITHDRAW HIM AT THE END OF EACH QUARTER BECAUSE HE MISSED TOO MANY DAYS.
B	M	8586	DIDN'T GET ALONG WITH SOME PEOPLE.
B	M	8586	I FELT I COULD HOLD A JOB INSTEAD OF BEING IN SCHOOL THOSE EIGHT HOURS.
B	M	8586	I GOT TIRED OF IT. THE SAME THING EVERY DAY, TOO MANY PEOPLE TELLING ME WHAT TO DO. I KNEW I COULD GET A JOB AND PICK UP MY GED LATER. I WAS ALREADY 18 YRS OLD. (SHORTENED: WAS ACCUSED BY ADMIN. OF DEALING DRUGS. HE SWEARS HE WASN'T)
B	M	8586	BORED.
B	M	8586	LEGAL PROBLEMS--INCARCERATION
W	F	8586	START RUNNING AWAY--FAMILY PROBLEMS, SCHOOL PROBLEMS, DEATH OF SISTER, ALCOHOL, RAN AWAY TO ALCOHOL--EMOTIONAL PROBLEMS.
W	F	8586	DID NOT GET ALONG WITH THE STUDENTS.
W	F	8586	WAS NOT LEARNING NEEDED SKILLS IN OWE PROGRAM.
W	F	8586	DIDN'T LIKE BLOOM, COULDN'T GET SPECIAL TRANSFER OR OTHER CHANGE.
W	F	8586	WANTED TO STAY WITH BABY. HER SON WAS BORN BEFORE SHE QUIT.
W	F	8586	CHILD CARE.
W	F	8586	I DROPPED OUT BECAUSE I HAD A BABY IN THE 8TH GRADE.
W	F	8586	CHILD--BABYSITTING. SHE HAD BABY BUT NO CHILD CARE.
W	F	8586	NEW PRINCIPAL SUSPENDED FOR STUPID REASONS.
W	F	8586	MISSING TOO MUCH SCHOOL, FEAR OF FAILING, SKIPPED SCHOOL--AFRAID TO GO TO COURT THEN GOT PREGNANT____
W	F	8586	WOULD HAVE GRADUATED IF COULD HAVE RETURNED TO MERCY
W	F	8586	FATHER WAS DYING. LOT OF THINGS ON HER MIND.
W	F	8586	COULDN'T GET UP EARLY. WAS LATE SO DIDN'T GO.
W	F	8586	HAD WANTED TO QUIT FOR A LONG TIME. WHEN SHE REACHED 18 SHE DID.
W	F	8586	I WAS PREGNANT AND HAD GOTTEN INTO FIGHTS WITH OTHER STUDENTS.
W	F	8586	I LEFT SCHOOL TO BE WITH MY BOYFRIEND
W	F	8586	POOR ATTENDANCE (MOTHER WITHDREW HER)
W	F	8586	THE FINAL TIME I LEFT I WASN'T DOING WELL MY GRADES WERE SLIPPING AND I WAS BORED.
W	F	8586	WANTED TO GET A JOB. HAD BEEN AT ROBERTS 5 YEARS.
W	F	8586	SCHOOL WAS GETTING IN THE WAY OF MY EDUCATION. I WANTED TO GET A JOB, I WAS LIVING ON MY OWN & WANTED TO BE SUPPORTING MYSELF. I WANTED TO GET ON WITH GOING TO COLLEGE.
W	F	8586	I DIDN'T LIKE SCHOOL.
W	F	8586	DIDN'T WANT TO GO TO DATER.
W	F	8586	DIDN'T LIKE SCHOOL OR THE WAY "THEY" TAUGHT.
W	F	8586	DID NOT LIKE TO GET UP EARLY & SIT IN SCHOOL ALL DAY.

W	F	8586	MY WORK ASSIGNMENT WAS NOT WORKING OUT, I NEEDED MORE HOURS TO GET MORE INCOME TO HELP AT HOME. MY JOB HOURS WERE LATE (TILL 10-12 MIDNIGHT). I WAS ALREADY 19 AND HAD FAILED 2 QUARTERS DUE TO ABSENCE & WAS UNLIKELY TO PASS THE YEAR. EVEN IF I PASSED THE YEAR, I DIDN'T HAVE ENOUGH CREDITS FOR A DIPLOMA. I COULDN'T SEE THE POINT TO DRAGGING MYSELF OUT EACH MORNING AFTER WORKING LATE WHEN THERE WAS NO POINT TO IT.
W	F	8586	I HAD TO WORK.
W	F	8586	DID NOT THINK SCHOOL WAS NEEDED.
W	F	8586	PREGNANCY PROBLEM AND HAD NO ONE TO CARE FOR BABY WHEN SHE WAS BORN.
W	F	8586	PREGNANT. HAD TO CARE FOR BABY.
W	F	8586	PREGNANCY (ILLNESS OF BABY),NEEDED AT HOME TO CARE FOR BABY.
W	F	8586	PREGNANCY; CHILD CARE
W	F	8586	TOO MANY PROBLEMS WITH THE KIDS.
W	F	8586	TAKE CARE OF MY CHILD.
W	F	8586	7 1/2 MONTHS PREGNANT; HIT IN STOMACH BY A STUDENT, NOTHING DONE ABOUT IT.
W	F	8586	I WAS ALWAYS GETTING IN TROUBLE AT ROBERTS. I JUST GOT OUT OF A DRUG REHAB. I DIDN'T WANT TO GO BACK ON DRUGS.
W	F	8586	JUST DIDN'T LIKE GOING TO SCHOOL ANYMORE.
W	F	8586	DIDN'T WANT TO GO--DIDN'T LIKE THE RULES.
W	F	8586	I HAD FAILED 8TH AND FAILED 10TH. I GOT A JOB. MOM WANTED ME TO QUIT AND GET A GED.
W	F	8586	I GOT PREGNANT.
W	F	8586	MY PARENTS TOOK ME TO COURT FOR UNRULY & I WAS GOING TO BE ASSIGNED A TEACHER PROBATION OFFICER. PARENTS & COURT AGREED I COULD DROP OUT & WORK. MY FRIENDS WERE ALREADY OUT. I WAS IN MY 4TH SCHOOL IN 2 YEARS. MY FRIENDS KEPT ASKING ME TO SKIP SCHOOL & DO FUN THINGS WITH THEM.
W	F	8586	STUDENT RAN FROM PLACEMENT AT HILLCREST--HATED HILLCREST FELT CONFINED. AVOIDED COURT.
W	F	8586	I WAS PREGNANT.
W	M	8586	LETTER WAS SENT SAYING HE WAS WITHDRAWN DUE TO EXCESSIVE TARDINESS.
W	M	8586	MISSED A LOT OF SCHOOL AND THEY TOLD ME TO STAY OUT.
W	M	8586	THE SCHOOL WAS JUST TOO WILD--DID NOT LIKE ALL THE TROUBLE FROM OTHER KIDS.
W	M	8586	SCHOOL KICKED HIM OUT FOR FIGHTING.
W	M	8586	JUST DIDN'T LIKE IT.
W	M	8586	I DON'T KNOW.
W	M	8586	GOT A JOB WHILE IN SCHOOL--DROPPED OUT AFTER HE GOT JOB
W	M	8586	TOO MANY BLACKS
W	M	8586	I LOST HEART. I TOOK THE 10TH GRADE WALNUT HILLS ENTRANCE EXAM AND ACED IT, BUT THEY MADE ME GO BACK & COMPLETE 9TH GRADE CREDITS.
W	M	8586	NEEDED TO GET A FULL-TIME JOB.
W	M	8586	1. TEACHERS DIDN'T CARE. 2. COULDN'T STAY OUT OF TROUBLE.
W	M	8586	I WANTED TO WORK INSTEAD--NEEDED MONEY. WANTED TO HELP OUT AT HOME.
W	M	8586	STUDENTS ALWAYS PICKED ON ME, DIDN'T GET ALONG WITH THE STUDENTS
W	M	8586	I HAD A JOB, WORKING AT NIGHT.
W	M	8586	SKIPPED SCHOOL SO MUCH & GOT IN SO MUCH TROUBLE, JUST WANTED TO DROP OUT. GOT NOTHING OUT OF GOING.

W	M	8586	DIDN'T LIKE TO GO TO WOODWARD--DIDN'T WANT TO GO ELSEWHERE.
W	M	8586	---
W	M	8586	TRUANT. COURT WAS THREATENED SO HE DROPPED OUT INSTEAD.
W	M	8586	JUST DIDN'T WANT TO GO.
W	M	8586	WANTED TO GO TO CHICAGO; DON'T LIKE AUTHORITY.
W	M	8586	LIVING IN A HALF-WAY HOUSE DUE TO A DRUG PROBLEM.
W	M	8586	1. I DIDN'T KNOW ANYBODY 2. WORK WAS EASY 3. ALIENATED AT HUGHES 4. ALL THE BLACK PEOPLE.
W	M	8586	COULDN'T DEAL WITH SITTING THERE ANOTHER 2 YEARS. SEEMS LIKE YOUR LIFE IS AT A STANDSTILL. DIDN'T LIKE AIKEN--IT WAS DEGRADING.
W	M	8586	I DIDN'T WANT TO GO TO SCHOOL, THOUGHT I COULD DO BETTER THINGS. NOT MANY FRIENDS AT WITHROW. CONFLICTS WITH AUTHORITY FIGURES.
W	M	8586	I DIDN'T SEE ANY POINT IN KEEPING GOING. I DIDN'T FEEL I HAD ANYMORE TO LEARN.
W	M	8586	WANTED TO GET IN MECHANICS SCHOOL AND I JUST DON'T LIKE SCHOOL. FIGHTS, JUST KEPT GETTING IN MORE & MORE TROUBLE IN SCHOOL.
W	M	8586	POOR ATTENDANCE.
W	M	8586	HATED IT--GET UP EARLY. TEACHERS GOT ON NERVES.
W	M	8586	CUT SCHOOL TOO MUCH AND THAT CAUSED BAD GRADES.
W	M	8586	HAD TO LEAVE SCHOOL TO SUPPORT HIS CHILD.
W	M	8586	HAD TO HELP MOTHER WHO WAS HURT IN A FALL.
W	M	8586	BECAUSE FRIENDS WERE DROPPING OUT, BECAUSE SOME TEACHERS DIDN'T CARE, BECAUSE YOU FELT LIKE YOU WERE GETTING INTO TROUBLE, BECAUSE OF ABSENCE, BECAUSE OF POLICE FELT THAT YOU WERE CAUSING TROUBLE.
W	M	8586	TOLD I COULDN'T CONTINUE AT SCHOOL
W	M	8586	GIRLFRIEND GOT PREGNANT, DIDN'T KNOW ANYONE.
W	M	8586	HE JUST DIDN'T WANT TO ATTEND DAILY, DIDN'T LIKE SOME RULES - HOW THEY WERE ENFORCED.
W	M	8586	TO GET A JOB AND WORK.
W	M	8586	DIDN'T GET ALONG WITH VICE-PRINCIPAL & BLACKS.
W	M	8586	TOO MANY BLACK.
W	M	8586	TO WORK.
W	M	8586	SCHOOLS DIDN'T TEACH ANYTHING--THEY LET YOU DO ANYTHING.
W	M	8586	1 1/2 CREDITS SHORT AFTER 10TH GRADE--STARTED WORKING--DIDN'T GO BACK.
W	M	8586	WAS EXPELLED AT END OF YEAR.
W	M	8586	TO WORK FULL TIME.
W	M	8586	WAS NOT ATTENDING SCHOOL AND 18.
W	M	8586	I JUST WASN'T HAPPY, I DIDN'T LIKE HUGHES OR ANY OF MY CLASSES.
W	M	8586	I MISSED TOO MANY DAYS AND WAS TOLD TO LEAVE, I WASN'T SURE IF I SHOULD GO BACK.
W	M	8586	COULDN'T KEEP MY RECORDS (CREDITS) STRAIGHT--WOULD NOT EXPLAIN CLASSES TOO WELL.
W	M	8586	COULDN'T GET ALONG WITH OTHERS. NEEDED A JOB.
W	M	8586	WANTED TO JOIN THE ARMY.
W	M	8586	BAD HABIT OF MISSING SCHOOL (PEER PRESSURE)--LACK OF MOTIVATION--NIGHT SCHOOL WAS MORE APPEALING.
W	M	8586	SENT UP TO BUCKEYE DETENTION.
W	M	8586	NEEDED TO EARN MONEY (WORK DURING DAY).
W	M	8586	PROBLEMS WITH SCIENCE TEACHER.

W	M	8586	HE ONLY NEEDED 2 CREDITS--BUT WAS TOLD HE HAD TO GO A FULL DAY/ ALSO WOULD HAVE HAD TO LEAVE VOCATIONAL SCHOOL.
W	M	8586	DRUGS.
W	M	8586	I WAS GOING TO BE A DAD.
W	M	8586	BORED.
W	M	8586	ALWAYS GOT SUSPENDED & DID NOT WANT TO GO BACK TO JUV. CT. (COURT PROBLEMS)
W	M	8586	I DIDN'T FEEL IMPORTANT--SINCE I WASN'T A TOP STUDENT. I DIDN'T FEEL THEY CARED ABUT ME AND OTHERS LIKE ME. I WAS JUMPED TWICE BY BLACKS AND I DIDN'T FEEL LIKE PUTTING UP THE TROUBLE AND I COULD NOT LEARN BECAUSE OF LACK OF DISCIPLINE.
W	M	8586	SKIPPING--GETTING BEHIND, MISSING CLASSES
W	M	8586	TOO FAR BEHIND DUE TO BEING IN A DRUG REHABILITATION PROGRAM AND TRAVELING BETWEEN THE REHAB PROGRAM AND SCHOOL. I WOULD HAVE HAD TO REPEAT AGAIN.

APPENDIX C

FORD FOUNDATION COLLABORATIVE DROPOUT STUDY

Dropout Interviews

Responses to Open-Ended Item 12: Based on your experience, what advice would you give to students who are thinking about dropping out?

ITEM 12. BASED ON YOUR EXPERIENCE, WHAT ADVICE WOULD YOU GIVE TO STUDENTS WHO ARE THINKING ABOUT DROPPING OUT?

RACE	*SEX*	*YEAR*	*ITEM*	*REASON*
B	F	8384	12	DO WHATEVER YOU THINK IS BEST. SOME PEOPLE ARE HAPPIER OUT OF SCHOOL.
B	F	8384	12	STAY IN AND FINISH.
B	F	8384	12	IT AIN'T WORTH DROPPING OUT BECAUSE I'M A LIVING PROOF. YOU STAY OUT OF SCHOOL, YOU DON'T DO NOTHING BUT HAVE BABIES.
B	F	8384	12	FINISH UP AND STAY IN SCHOOL
B	F	8384	12	STAY IN SCHOOL.
B	F	8384	12	DON'T--THERE IS ALWAYS A SOLUTION RATHER THAN TO DROP OUT--YOU'LL REGRET IT.
B	F	8384	12	DON'T--CONTINUE ON--STAY IN SCHOOL--IT'S NOT FUN BEING OUT OF SCHOOL AND IT'S NOT EASY.
B	F	8384	12	COULDN'T GIVE THEM ANY--MY DECISION WAS A SPUR OF THE MOMENT ONE--WHEN I "MAKE IT" I'LL GIVE THEM SOME ADVICE.
B	M	8384	12	TRY TO GET ALL HELP ONE CAN FROM TEACHERS. STAY IN SCHOOL AND GRADUATE.
B	M	8384	12	STUPID, DON'T!
B	M	8384	12	I WOULD TELL HIM TO STAY IN SCHOOL SO HE CAN GET AN EDUCATION BETTER THAN WHAT I HAD. I MISSED 2 OF THE BEST YEARS IN SCHOOL HAVING (LEFT) IN THE 10TH
B	M	8384	12	CONVINCE THEM NOT TO DROP OUT. TELL THEM WHAT HE WENT THROUGH. NEED THE DIPLOMA.
B	M	8384	12	I WOULD TELL THEM TO KEEP GOING, TO DO THEIR BEST AND DON'T DROP OUT.
B	M	8384	12	DON'T DO IT! IT IS HARD IN THE REAL WORLD, STUDENT FELT FORCED OUT!
B	M	8384	12	DON'T, YOU WASTE MORE TIME IF DROP OUT BECAUSE YOU STILL NEED TO GO BACK.
B	M	8384	12	STAY IN & DEAL WITH IT.
B	M	8384	12	THEY SHOULDN'T EVEN THINK ABOUT IT. THEY CAN ACCOMPLISH MORE IN LIFE WITH AN EDUCATION.
B	M	8384	12	DON'T DROP OUT--ISN'T ANYTHING OUT THERE UNLESS YOU HAVE YOUR EDUCATION.
B	M	8384	12	NOT TO DROP OUT--CAUSE YOU WILL NEED YOUR DIPLOMA IN ORDER TO GET A GOOD JOB.
B	M	8384	12	DON'T, HANG IN THERE. DON'T PAY ATTENTION TO HOW OLD YOU ARE--YOU HAVE PLENTY OF YEARS AHEAD OF YOU

W	F	8384	12	STAY IN SCHOOL. LEARN WHAT YOU CAN.
W	F	8384	12	IT WOULD DEPEND ON THE INDIVIDUAL, I WOULD UNDERSTAND IF THEY WANTED TO.
W	F	8384	12	I DON'T KNOW
W	F	8384	12	DON'T DO IT. MOST GOOD JOBS NEED A DIPLOMA
W	F	8384	12	DON'T QUIT, HARD TO GET JOB WITHOUT DIPLOMA
W	F	8384	12	STAY IN, THEY NEED DIPLOMA, NEED TRAINING. TECHNICAL WORLD TODAY.
W	F	8384	12	DO NOT DROP OUT. SCHOOL IS IMPORTANT.
W	F	8384	12	STAY IN SCHOOL--YOU CAN'T MAKE IT IN THE WORLD WITHOUT FINISHING HIGH SCHOOL.
W	F	8384	12	DO NOT DROP OUT. YOU NEED TO GRADUATE TO GET A BETTER JOB.
W	F	8384	12	YOU STAY IN SCHOOL OR YOU WILL LIVE A LIFE IN A PREDICAMENT LIKE A WINO. A WINO HAS NO MONEY TO SURVIVE OR YOU'LL END UP LIKE A BAG LADY.
W	F	8384	12	WOULD TELL THEM TO STAY IN.
W	F	8384	12	STAY IN SCHOOL, IF THEY CAN GO TO COLLEGE.
W	F	8384	12	DON'T KNOW
W	F	8384	12	THINK HARD ABOUT WHAT YOU'RE DOING, IT IS HARDER THAN YOU THINK. NEVER ENOUGH MONEY.
W	F	8384	12	COMPLETE SCHOOL IF AT ALL POSSIBLE.
W	F	8384	12	I HAVE NO IDEA. I DON'T KNOW. I CAN'T THINK OF NOTHING.
W	F	8384	12	DO NOT DROP OUT. EVERY JOB OUT THERE REQUIRES AN EDUCATION.
W	F	8384	12	IF YOU CAN AVOID IT DON'T DO IT. DON'T GET INVOLVED SEXUALLY WITHOUT BEING INFORMED ABOUT CONSEQUENCES.
W	F	8384	12	DON'T, GO & LEARN ALL YOU CAN.
W	F	8384	12	STAY IN SCHOOL--THEY WILL NEVER GET A GOOD JOB WITHOUT A GOOD EDUCATION.
W	F	8384	12	THINK TWICE. WILL FIND YOU WILL NEED IT LATER. IT'S HARD TO GO BACK.
W	M	8384	12	DON'T, ITS NOT A GOOD IDEA AT ALL.
W	M	8384	12	DON'T DROP OUT BECAUSE IN THE LONG RUN YOU'LL REGRET IT. SOME JOBS WON'T TAKE YOU.
W	M	8384	12	STAY IN/ SHOW SELF-DISCIPLINE
W	M	8384	12	DON'T!!
W	M	8384	12	DON'T DO IT
W	M	8384	12	STAY IN SCHOOL UNLESS THEY THINK THEY REALLY HAVE TO LEAVE.
W	M	8384	12	THINK IT OVER TWICE BEFORE ACTING.
W	M	8384	12	STAY IN SCHOOL AND GET DIPLOMA
W	M	8384	12	DON'T YOU'LL MISS IT, THERE'S PLENTY OF TIME FOR EVERYTHING ELSE LATER.
W	M	8384	12	IT DOESN'T PAY! IT IS FOOLISH.
W	M	8384	12	DON'T DO IT.
W	M	8384	12	IT IS NOT THE BEST THING TO DROP OUT. TALK TO A FRIEND OR TEACHERS FIRST AND TALK YOUR PROBLEMS OUT,
W	M	8384	12	THEY SHOULDN'T DROP OUT BECAUSE THERE IS MORE TO DO IN SCHOOL THAN OUT OF SCHOOL.
W	M	8384	12	DON'T DROP OUT, STAY AWAY FROM DRUGS.
W	M	8384	12	NOT TO DROP OUT--DEPENDING ON CIRCUMSTANCES OF THE PERSON.
W	M	8384	12	MAKE SURE YOU HAVE SOME EXPERIENCE IN A TRADE TO FALL BACK ON.
W	M	8384	12	STAY IN SCHOOL, TRY TO GET ALONG.
W	M	8384	12	STAY IN, IT'S NOT WORTH IT, YOU HAVE TO THINK OF YOUR FUTURE, IT'S ROUGH.
W	M	8384	12	STAY IN SCHOOL

B	F	8485	12	IT (SCHOOL) ISN'T AS BAD AS IT SEEMS--DON'T--TOUGHER TO GET A JOB.
B	F	8485	12	CONSIDER THAT MOVE A LTTLE LONGER BEFORE DROPOING OUT; THERE ARE NO GOOD JOBS WITHOUT EDUCATION. LOOK FORWARD TO THE FUTURE NOT THE PRESENT.
B	F	8485	12	I WOULD TELL THEM TO STAY IN SCHOOL
B	F	8485	12	STAY IN SCHOOL
B	F	8485	12	1. DON'T GET PREGNANT 2. DON'T LEAVE SCHOOL EVEN IF IT MEANS LEAVING YOUR BABY WITH SOMEONE.
B	F	8485	12	I WOULD ASK THEM IS SCHOOL OF VALUE TO YOU? YOU GO TO SAME PLACES, A BOOK MAY NEVER COME. SOME PREFER TO GO---SOME ARE BETTER OFF CHEATING GETTING WHAT THEY WANT.(?)
B	F	8485	12	GIVE IT SERIOUS THOUGHT BEFORE YOU DROP OUT BECAUSE IT LIMITS YOU IN YOUR JOB FIELDS AND THEY DO LOOK AT YOUR RECORDS TO FIND OUT IF YOU HAVE GRADUATED.
B	F	8485	12	THINK ABOUT IT VERY CAREFULLY. STAY IN SCHOOL.
B	F	8485	12	THINK A LOT AND DO WHAT IS BEST FOR YOU.
B	F	8485	12	NO MATTER WHAT THE REASON, DON'T EVER QUIT SCHOOL.
B	F	8485	12	DON'T DO IT. IT'S TOO HARD AFTERWARDS. TALK TO SOMEONE AT SCHOOL.
B	F	8485	12	STAY IN SCHOOL--DON'T DROP OUT.
B	F	8485	12	DON'T--NEED AN EDUCATION TO GO FARTHER IN LIFE.
B	F	8485	12	CAUSES MORE PROBLEMS THAN IT SOLVES.
B	F	8485	12	TALK TO THOSE WHO HAVE DROPPED OUT AND TRY TO FINISH SCHOOL.
B	F	8485	12	NEVER LEAVE SCHOOL. IT'S HARDER IF YOU LEAVE WHEN YOU CAN'T GET A JOB.
B	F	8485	12	STAY IN SCHOOL--DON'T DROP OUT--IT'S ROUGH WITHOUT AN EDUCATION.
B	M	8485	12	NOT TO DROP OUT
B	M	8485	12	IF YOU DROP OUT, MAKE SURE YOU CAN GET THE KIND OF WORK YOU WANT TO DO.
B	M	8485	12	STAY IN SCHOOL
B	M	8485	12	DON'T DO IT, STAY IN SCHOOL, THERE ARE NO JOBS OUT HERE, EVEN GETTING A JANITOR JOB IS HARD.
B	M	8485	12	DON'T MAKE THE SAME MISTAKE I MADE. STICK IN THERE AND BE SOMETHING BETTER.
B	M	8485	12	STAY IN
B	M	8485	12	DON'T--WILL NEED THE EDUCATION IN THE FUTURE.
B	M	8485	12	STICK WITH IT, DON'T DROP OUT
B	M	8485	12	DON'T DROP OUT. YOU'RE HURTING YOURSELF NOT THE TEACHERS.
B	M	8485	12	STAY IN--BECAUSE YOU NEED IT TO GET A BETTER JOB.
B	M	8485	12	I WOULD TELL THEM NOT TO--IT'S NOT THAT EASY OUT HERE.
B	M	8485	12	DON'T LEAVE. "A MIND IS A TERRIBLE THING TO WASTE."
B	M	8485	12	STAY IN
B	M	8485	12	FINISH SCHOOL NOW. IT'S HARDER TO DO IT LATER.
B	M	8485	12	STAY IN BECAUSE YOU CAN GET A BETTER JOB.
B	M	8485	12	GO BACK TO SCHOOL AND FINISH.
B	M	8485	12	NO. STAY IN SCHOOL, TRY HARDER.
B	M	8485	12	THAT'S NOT A GOOD THING TO DO--BECAUSE EVERYBODY NEEDS AN EDUCATION.
B	M	8485	12	IF SOCIAL & FINANCIAL SITUATION IS SOUND, STAY IN. IT IS IMPORTANT.
B	M	8485	12	DROPOUTS WON'T HAVE ANYTHING. WILL FEEL BAD & GO DOWNHILL.

B	M	8485	12	SHOULD STAY IN. NOBODY WILL GIVE YOU "NOTHING" IF YOU CAN'T FIND A JOB.
B	M	8485	12	DON'T DO IT--UNLESS MIND SET ON GETTING GED.
B	M	8485	12	SAME AS EVERYBODY SAYS, STAY IN SCHOOL
B	M	8485	12	GO TO SCHOOL, DON'T SKIP CLASSES, GO TO HOMEROOM
B	M	8485	12	DON'T (BAD HABIT) YOU'LL REGRET IT
B	M	8485	12	DO WHAT YOU THINK IS BEST.
B	M	8485	12	TELL THEM NOT TO. DON'T DO WHAT I DID.
B	M	8485	12	YOU GOT TO GO TO SCHOOL AND GET THE BEST GRADES THAT YOU CAN SO YOU CAN ACCOMPLISH SOMETHING. I'VE ALREADY TOLD PEOPLE THIS
B	M	8485	12	STAY IN SCHOOL, CAUSE THAT'S THE ONLY WAY YOU'RE GOING TO GET SOMEWHERE. EDUCATION IS VERY IMPORTANT.
B	M	8485	12	THAT'S NOT WHAT LIFE IS ABOUT, DROPPING OUT OF SCHOOL. THE WORLD IS EVOLVED AROUND GETTING YOUR EDUCATION AND CAREER PLANS, INSTEAD OF BEING ON THE STREETS.
B	M	8485	12	IT WILL BE TOUGH TO GET A JOB WITHOUT YOUR HIGH SCHOOL EDUCATION. IT WOULD BE LIKE HITTING YOUR HEAD AGAINST A WALL, DOORS ARE CLOSED IN YOUR FACE.
B	M	8485	12	DON'T--JUST TRY A LITTLE HARDER. DON'T JUST GIVE UP SO SOON.
B	M	8485	12	THINK TWICE--DON'T
B	M	8485	12	DON'T DROP OUT--YOU'RE NOT GOING TO LEARN NOTHING OUT ON THE STREETS.
B	M	8485	12	STAY IN SCHOOL. IF THEY HAVE PROBLEMS TRY TO GET HELP--INSIDE OR OUTSIDE OF SCHOOL,
B	M	8485	12	TELL THEM TO STAY IN SCHOOL.
B	M	8485	12	FINISH SCHOOL!
W	F	8485	12	TELL THEM THAT THEY SHOULDN'T. TELL THEM THAT THEY NEED THE EDUCATION.
W	F	8485	12	STAY IN.
W	F	8485	12	DON'T LEAVE SCHOOL BECAUSE IF YOU ARE ON YOUR OWN YOU CAN'T FIND A GOOD JOB TO LIVE ON.
W	F	8485	12	DON'T GET PREGNANT/STAY IN SCHOOL. IT'S MUCH HARDER OUT IN THE REAL WORLD THAN YOU REALIZE.
W	F	8485	12	STAY IN SCHOOL IF THEY WANT A BETTER LIFE.
W	F	8485	12	STAY IN SCHOOL, YOU NEED AN EDUCATION.
W	F	8485	12	STAY IN--GO FURTHER IN LIFE; GET BETTER JOB THAN RESTAURANT. COULD EVEN BE PRESIDENT.
W	F	8485	12	TRY AND SOLVE PROBLEMS, GET HELP FROM SOMEONE AT SCHOOL IF YOU NEED HELP.
W	F	8485	12	JUST TO STAY IN SCHOOL AND FINISH.
W	F	8485	12	STAY IN--WILL NEED THE EDUCATION EVENTUALLY
W	F	8485	12	IT DEPENDS ON WHY THEY WERE GOING TO DROP OUT FIRST. SOME KIDS DROP OUT JUST TO GET OUT OF SCHOOL BUT OTHERS HAVE PROBLEMS & THE COUNSELORS DON'T HELP.
W	F	8485	12	STAY IN BECAUSE IT AIN'T EASY WITHOUT AN EDUCATION.
W	F	8485	12	STAY IN SCHOOL
W	F	8485	12	THINK HARDER BEFORE DROPPING OUT. TO GET A GOOD JOB, YOU HAVE TO BE ABLE TO DO SOMETHING.
W	F	8485	12	DON'T DROP OUT! EDUC. IS NEEDED TO GET A JOB.
W	F	8485	12	I WOULD DO MY BEST TO CONVINCE THEM TO STAY IN. DROPPING OUT NEVER DID ANY GOOD FOR ME.

W	F	8485	12	DEPENDS ON THEIR SITUATION WHAT I WOULD TELL THEM.
W	F	8485	12	STAY IN SCHOOL
W	F	8485	12	TELL THEM TO STAY IN BECAUSE THEY CAN'T FIND A JOB.
W	F	8485	12	STAY IN
W	F	8485	12	HANG IN THERE--THINK OF FUTURE (BELIEVE PARENTS)
W	F	8485	12	DON'T DROP OUT--ITS NOT WORTH IT
W	F	8485	12	TRY ANOTHER SCHOOL/OR ADULT PROGRAM/OR GED
W	F	8485	12	STAY IN SCHOOL. IT IS SO IMPORTANT.
W	F	8485	12	THINK TWICE
W	F	8485	12	DON'T BE STUPID, STICK WITH IT!! AND LEARN TO DO THE WORK WITHOUT THEIR HELP.
W	F	8485	12	DO NOT DROP OUT. IF YOU ARE PREGNANT IT IS A DIFFERENT STORY.
W	F	8485	12	GIVE IT A LOT OF THOUGHT.
W	F	8485	12	STAY IN SCHOOL IF THEY'RE SMART. IT'S HARD TO GET A GOOD JOB.
W	F	8485	12	LEAVE ONLY IF YOU HAVE A JOB GOOD ENOUGH TO SUPPORT YOURSELF AND YOUR CHILD.
W	F	8485	12	NOT TO DROP OUT--BUT THEY WILL NOT LISTEN--I DIDN'T!
W	F	8485	12	DON'T, IF YOU QUIT YOU FAIL.
W	F	8485	12	DO NOT DROP OUT. TAKE IT FROM MY EXPERIENCE, I WISHED I WOULD NOT HAVE DONE IT A WEEK AFTER I DID IT.
W	F	8485	12	I WOULD TELL THEM NOT TO BECAUSE THEY CAN'T GET A JOB.
W	F	8485	12	ADVISE THEM TO STAY IN SCHOOL.
W	F	8485	12	NOT TO DROP OUT
W	F	8485	12	DON'T--THINGS ARE DIFFERENT ONCE OUT OF SCHOOL
W	M	8485	12	NOT TO, A GOOD JOB IS HARD TO FIND.
W	M	8485	12	DON'T SKIP, PESTER COUNSELORS ABOUT CHANGING SITUATION SO YOU CAN STAY IN SCHOOL.
W	M	8485	12	I WOULD TELL THEM TO STAY NO MATTER HOW BAD IT GOT.
W	M	8485	12	DON'T DROP OUT
W	M	8485	12	DON'T DO IT. IT CAN BE A REAL SETBACK IN GOING ON.
W	M	8485	12	STICK IT OUT, YOU'LL GET A BETTER JOB.
W	M	8485	12	TELL THEM TO STAY IN SCHOOL
W	M	8485	12	HAVE A REAL GOOD REASON, OR DON'T DO IT.
W	M	8485	12	IF YOU'RE GOING TO DROP OUT, GET A GED.
W	M	8485	12	DON'T DROP OUT. STAYING IN SCHOOL IS THE BEST THING TO DO.
W	M	8485	12	DO WHAT YOU HAVE TO DO.
W	M	8485	12	NOT TO DO IT.
W	M	8485	12	STAY IN--"GUTS IT OUT"
W	M	8485	12	DON'T DROP OUT--STAY IN SCHOOL
W	M	8485	12	STICK WITH IT/OTHERWISE YOU'LL BE SORRY LATER.
W	M	8485	12	MAKE SURE YOU HAVE A GOOD TRADE BECAUSE THAT IS THE ONLY WAY YOU CAN GET A HIGH RATE OF PAY STARTING OFF.
W	M	8485	12	STAY IN SCHOOL BECAUSE YOU CAN'T GET ANYWHERE WITHOUT EDUCATION.
W	M	8485	12	STAY IN SCHOOL, YOU NEED A DIPLOMA FOR A BETTER JOB.
W	M	8485	12	THINK ABOUT IT
W	M	8485	12	NO ITS NOT THAT EASY.
W	M	8485	12	DON'T DO IT.
W	M	8485	12	WELL--IT DEPENDS ON THE KINDS OF PROBLEM THEY ARE HAVING. I WOULD HAVE LOVED TO STAY IN, SO I'D PROBABLY TELL TO STAY IN.

W	M	8485	12	DON'T DO IT BECAUSE ITS A STUPID THING TO DO.
W	M	8485	12	IT IS REALLY UP TO THEM BASED ON THEIR SITUATION
W	M	8485	12	IT DEPENDS ON WHAT IS HAPPENING TO THEM.
W	M	8485	12	STAY IN
W	M	8485	12	REEVALUATE YOUR SITUATION. IF YOU STILL WANT TO DROP OUT, DO IT FOR 1 QUARTER THEN RECONSIDER.
W	M	8485	12	DON'T DO IT. IT'S NOT WORTH THE TROUBLE, NOT WORTH IT UP THE ROAD.
W	M	8485	12	STAY IN SCHOOL. HARD TO GET A JOB WITHOUT A DIPLOMA
W	M	8485	12	DO NOT DROP OUT--LOOK AT WHAT YOU HAVE GOING FOR YOURSELF
W	M	8485	12	STAY IN SCHOOL

B	F	8586	12	TALK IT OVER WITH A LOT OF PEOPLE. WEIGH THE PROS AND CONS.
B	F	8586	12	STAY IN
B	F	8586	12	DON'T QUIT.
B	F	8586	12	THINK ABOUT IT A LOT. TRY TO GET HELP IF YOU NEED IT.
B	F	8586	12	DON'T--BORING--SCHOOL CAN HELP MORE THAN STREETS.
B	F	8586	12	DON'T--IF HAVING PROBLEMS TRY TO WORK THEM OUT RATHER THAN LEAVING SCHOOL.
B	F	8586	12	DON'T KNOW. EVERYONE HAS TO DECIDE FOR HIMSELF.
B	F	8586	12	DON'T DROP OUT!!
B	F	8586	12	SHOULDN'T DO IT. TRY AND WORK THINGS OUT BEFORE YOU LEAVE SCHOOL
B	F	8586	12	DON'T DROP OUT AND GO ON AND GET THAT FREE EDUCATION WHILE YOU CAN.
B	F	8586	12	DON'T DO IT BECAUSE ONCE YOU QUIT YOU GET LAZY AND DON'T WANT TO DO NOTHING. AND IT DOESN'T HELP WHEN TRYING TO FIND A JOB.
B	F	8586	12	DON'T--LIFE IS HARD.
B	F	8586	12	STAY IN SCHOOL--IT AIN'T EASY OUT HERE.
B	F	8586	12	TRY TO STAY IN SCHOOL AND GET AS MUCH OUT OF IT AS YOU CAN.
B	F	8586	12	NOT TO DROP OUT
B	F	8586	12	STAY IN SCHOOL
B	F	8586	12	DON'T GET PREGNANT. IF THEY GET PREGNANT GET BACK IN SCHOOL OR GO FOR GED.
B	F	8586	12	DON'T DO IT.
B	F	8586	12	DON'T BECAUSE IT'S NOT WORTH IT. THERE AIN'T NOTHING OUT IN THE STREETS--IT IS HARD OUT THERE. IF YOU DROP OUT, YOU WON'T BE HURTING NOBODY BUT YOURSELF.
B	F	8586	12	STAY IN SCHOOL SO YOU CAN GET A JOB, A BETTER JOB.
B	F	8586	12	DON'T QUIT
B	F	8586	12	STAY IN SCHOOL
B	F	8586	12	DON'T--YOU NEED AN EDUCATION WHILE YOU ARE YOUNG.
B	F	8586	12	I WOULD TALK THEM OUT OF IT. SO THEY WOULD NOT MAKE THE SAME MISTAKE.
B	F	8586	12	WHY WOULD YOU WANT TO QUIT SCHOOL? YOU BETTER GO. YOU CAN'T DO ANYTHING.
B	F	8586	12	DO WHAT YOU FEEL IS RIGHT AT THE TIME BUT REMEMBER, A DIPLOMA WILL HELP IN THE FUTURE.
B	F	8586	12	ONLY GOOD JOBS ARE FOR POEPLE WITH H.S. EDUCATION.
B	F	8586	12	TO STAY IN SCHOOL--SO THEY CAN GET A GOOD JOB.

B	F	8586	12	NOT TO--TRY TO GET A DIPLOMA.
B	F	8586	12	THEY SHOULD STAY IN SCHOOL.
B	F	8586	12	TELL THEM TO FINISH, IT WILL HELP THEM GET A JOB.
B	F	8586	12	I WOULD TRY TO CONVINCE THEM NOT TO. IT IS SO BORING STAYING HOME.
B	F	8586	12	THINK FIRST BEFORE DROPPING OUT. DON'T DROP OUT BECAUSE YOU WILL REGRET IT IN THE FUTURE.
B	F	8586	12	DON'T, BECAUSE IT IS NOT WORTH IT.
B	F	8586	12	NOT TO DROP OUT.
B	M	8586	12	WEIGH POSITIVES & NEGATIVES, AT LEAST GET A GED.
B	M	8586	12	STAY IN AND FINISH AND GO TO COLLEGE BECAUSE JUST HIGH SCHOOL WON'T GET IT, ITS BORING NOT BEING IN SCHOOL WHEN EVERYONE IS IN SCHOOL.
B	M	8586	12	I WOULD TELL THEM NO, AND GIVE THEM GOOD REASONS. THAT WHAT IS BEING SHOWN ABOUT THE PROBLEMS OF DROPPING OUT IS TRUE.
B	M	8586	12	IT IS UP TO THEM.
B	M	8586	12	STAY IN SCHOOL.
B	M	8586	12	TO STAY IN SCHOOL AND MAKE SURE THEY DON'T BUCK THE LAW.
B	M	8586	12	STAY IN SCHOOL
B	M	8586	12	IT IS NOT WORTH DROPPING OUT, ONE CAN NOT GET ANYWHERE WITHOUT EDUCATION.
B	M	8586	12	DROPPING OUT IS A WRONG DECISION--STAY IN SCHOOL AND LEARN SO YOU CAN MAKE SOMETHING OUT OF YOURSELF.
B	M	8586	12	HANG IN THERE--EASIER TO GET JOB IF YOU GRADUATE.
B	M	8586	12	STAY IN--NEED YOUR EDUCATION.
B	M	8586	12	DON'T DROP OUT BECAUSE YOU NEED THE DIPLOMA. EVEN IF YOU FAIL, STAY IN SCHOOL.
B	M	8586	12	NONE, REALLY. EACH PERSON IS AN INDIVIDUAL
B	M	8586	12	1. STAY AND GET ALL YOUR EDUCATION.2.ESTABLISH BUSINESS AFTER GRAD. 3. BETTER TO GET ENOUGH MONEY & INVEST IN STOCKS.
B	M	8586	12	DON'T. HANG IN THERE. THERE'S A LIGHT AT THE END OF THE LONG ROAD.
B	M	8586	12	DON'T--DO WHAT YOU ARE SUPPOSE TO DO.
B	M	8586	12	STAY IN SCHOOL.
B	M	8586	12	THINK ABOUT WHAT LIFE WOULD BE LIKE IF THEY DROPPED OUT. CAUSES PROBLEMS.
B	M	8586	12	--
B	M	8586	12	I WOULD ADVISE THEM IT'S NOT THE RIGHT THING TO DO.
B	M	8586	12	STAY IN ESPECIALLY IF YOU DON'T HAVE MUCH TIME LEFT. CAN'T GET GOOD JOB WITHOUT DIPLOMAS.
B	M	8586	12	--
B	M	8586	12	DON'T!
B	M	8586	12	FINISH SCHOOL BEFORE GETTING A JOB.
B	M	8586	12	YOUR MAIN GOAL IS TO STAY IN SCHOOL. DON'T DROP OUT.
B	M	8586	12	IT IS NOT WISE TO DROP OUT.
B	M	8586	12	DON'T DO IT UNLESS YOU KNOW WHAT YOU'RE GETTING INTO. IT'S AN EASY DECISION TO MAKE & A HARD ONE TO LIVE WITH.
B	M	8586	12	DON'T LEAVE BECAUSE IT'S NOT WORTH IT.
B	M	8586	12	DON'T!!!
B	M	8586	12	STAY IN SCHOOL.
B	M	8586	12	NO, SERIOUSLY THINK ABOUT IT BECAUSE IT IS A BIG STEP--A BIG DECISION THAT COULD EFFECT YOU FOR THE REST OF YOUR LIFE.
B	M	8586	12	STAY IN SCHOOL UNTIL YOU HAVE YOUR DIPLOMA.
B	M	8586	12	STAY IN SCHOOL.

B	M	8586	12	DON'T. THERE'S NOTHIN' OUT HERE FOR YOU UNTIL YOU CAN CHECK THE BOX THAT SAYS "HIGH SCHOOL GRADUATE."
B	M	8586	12	WON'T GET FAR WITHOUG DIPLOMA. SOME WILL MAKE IT BUT IT'S ROUGH. TAKE IT FROM SOMEONE WITH EXPERIENCE.
B	M	8586	12	TELL THEM TO STAY IN IF THEY WANT SOMETHING FROM LIFE.
B	M	8586	12	TO STAY IN SCHOOL.
B	M	8586	12	TELL THEM THEY WON'T DO ANY GOOD IF THEY DO.
B	M	8586	12	NOTHING AVAILABLE WITH A COLLEGE DEGREE, LET ALONE HIGH SCHOOL. EVEN A DISHWASHER IS ASKED TO SHOW A DIPLOMA.
B	M	8586	12	STAY IN, DON'T BE A CLOWN
B	M	8586	12	STAY IN TILL YOU FINISH! I TELL MY YOUNGER BROTHERS ALL THE TIME THAT THEY HAVE TO GRADUATE OR THEY'LL END UP IN JAIL LIKE OUR OLDER BROTHER OR WORKING FOR NOTHING LIKE ME.
B	M	8586	12	DON'T DO IT.
B	M	8586	12	THINK ABOUT IT TWICE BEFORE YOU MAKE THAT DECISION AND FIND YOURSELF IN "CHECKMATE".
B	M	8586	12	IT WILL BE ROUGH NOT TO HAVE EDUCATION--"NEED THAT PAPER" DIPLOMA
B	M	8586	12	DON'T LEAVE, YOU'LL WANT TO GO BACK SOME DAY. THE MORE EDUCATION THE BETTER.
B	M	8586	12	WILL NEED THE DIPLOMA TO FIND A JOB, AS HE FOUND OUT.
B	M	8586	12	DON'T DO IT--THEY WILL NEED A DIPLOMA TO GET A JOB.
B	M	8586	12	DON'T DO IT--I THINK IT'S AN EMBARRASSING PART OF YOUR LIFE WHEN PEOPLE ASK YOU WHAT SCHOOL DID YOU GRADUATE FROM OR WHEN YOU HAVE TO LIE ABOUT GRADUATING TO GET A JOB.
B	M	8586	12	STAY IN THERE--DON'T GIVE UP.
B	M	8586	12	STAY IN SCHOOL, HANG WITH KIDS WHO ARE MORE POSITIVE THAN NEGATIVE.
B	M	8586	12	NOT TO DO IT--TRY TO COME UP WITH ANOTHER ALTERNATIVE.
B	M	8586	12	DON'T DROP OUT--BECAUSE IT IS VERY HARD WITHOUT YOUR DIPLOMA.
B	M	8586	12	NOT TO. THEY NEED SCHOOL TO GET A JOB.
B	M	8586	12	NOT WORTH IT. THINGS ARE NOT GOOD OUT HERE.
B	M	8586	12	KEEP TRYING, DON'T LEAVE.
B	M	8586	12	TRY TO TELL THEM TO STAY IN SCHOOL. THEY MAY WIND UP LIKE ME.
B	M	8586	12	TELL THEM TO FINISH--CAN'T GET A JOB WITHOUT GRADUATING.
B	M	8586	12	I'D TELL THEM IT IS REALLY HARD TO GET A JOB WITHOUT DIPLOMA.
B	M	8586	12	THINK A LOT ABOUT IT BEFORE YOU DECIDE WHAT TO DO. GO BACK TO SCHOOL IF YOU MAKE A MISTAKE.
B	M	8586	12	DON'T DO IT, STAY IN SCHOOL
B	M	8586	12	THINK ABOUT IT A LOT BEFORE YOU MAKE A DECISION.
B	M	8586	12	IF THEY DON'T LIKE IT, CHANGE SCHOOLS, TRY TO SOLVE YOUR PROBLEM.
B	M	8586	12	DON'T DO IT.
B	M	8586	12	THEY ARE LOOKING DOWN THE WRONG ROAD. STAY IN SCHOOL
B	M	8586	12	STAY IN SCHOOL--NOTHING HAPPENING IN THE STREETS.
B	M	8586	12	DON'T DO IT.
B	M	8586	12	STAY IN SCHOOL AND GET THAT EDUCATION.
B	M	8586	12	HARD OUT HERE--DON'T QUIT.
B	M	8586	12	STAY IN SCHOOL BECAUSE IT'S JUST NOT WORTH IT. YOU STAY IN TROUBLE OR GET INTO DRUGS.

B	M	8586	12	DON'T DO IT BECAUSE IT AIN'T WORTH IT. YOU HAVE TO STAY ON THE BOTTOM TOO LONG & WORK YOURSELF UP TO THE TOP. DON'T LET FRIENDS INFLUENCE YOUR DECISION TO STAY IN SCHOOL, AND GO TO ALL CLASSES--WHETHER YOU LIKE IT OR NOT.
B	M	8586	12	DON'T, UNLESS YOU HAVE GOOD REASON!
B	M	8586	12	TRY TO STAY IN AND WORK OUT PROBLEMS--TRY DIFFERENT SCHOOLS IF NEED TO.
B	M	8586	12	STAY IN--NOT AS MUCH TO DO AS HE THOUGHT.
B	M	8586	12	STAY IN SCHOOL. IT ISN'T ANY FUN TAKING CARE OF YOURSELF AND YOU DON'T HAVE AS MANY WORRIES AS YOU THINK YOU DO.
B	M	8586	12	STAY IN SCHOOL.
W	F	8586	12	IT WOULD DEPEND ON THEIR SITUATION
W	F	8586	12	THINK ABOUT IT LONGER--BEFORE DROPPING OUT
W	F	8586	12	THINK ABOUT IT A LOT BEFORE DECICING.
W	F	8586	12	THINK A LOT ABOUT IT AND JUST PUT UP WITH THINGS SO YOU CAN GRADUATE.
W	F	8586	12	TRY TO SAY IN SCHOOL UNLESS THEY HAD A REASON LIKE ME (PREGNANT)
W	F	8586	12	HANG IN THERE--DON'T QUIT UNLESS YOU HAVE TO.
W	F	8586	12	THINK ABOUT WHAT YOU ARE DOING A LOT BEFORE YOU MAKE A DECISION.
W	F	8586	12	IT ISN'T SUCH A WISE THING TO DO.
W	F	8586	12	THINK ABOUT IT--DON'T BE AFRAID TO ASK FOR HELP--DON'T HANG AROUND WITH THE "WRONG CROWD".
W	F	8586	12	NOT TO
W	F	8586	12	I'D TELL THEM IT WOULD BE A BAD MISTAKE
W	F	8586	12	THINK ABOUT FUTURE NOT JUST PRESENT BECAUSE YOU WILL REGRET IT LATER.
W	F	8586	12	DON'T DO IT--CAN'T FIND A GOOD JOB.
W	F	8586	12	SCHOOL IS WORTH IT, STAY IN
W	F	8586	12	IT'S THEIR LIFE. DO WHAT EVER THEY WANT.
W	F	8586	12	WOULD TELL THEM TO STAY IN BECAUSE IT IS BORING IF YOU DON'T HAVE A JOB.
W	F	8586	12	PLEASE STAY IN SCHOOL. I MADE A BIG MISTAKE. YOU CAN ONLY GET A RESTAURANT JOB. YOU NEED TO MAKE SOMETHING OUT OF YOURSELF. IT IS BETTER FOR YOU.
W	F	8586	12	YOU NEED A DIPLOMA OR GED. DON'T DROP OUT.
W	F	8586	12	NOT TO--THEY WILL NEED A EDUCATION.
W	F	8586	12	IT IS STUPID TO DROP OUT--DON'T DO IT.
W	F	8586	12	TO WHAT YOUR MIND SAYS TO DO.
W	F	8586	12	DO YOUR BEST. AS BORING AS IT IS STICK WITH IT. YOU'LL BE BETTER OFF IN THE LONG RUN.
W	F	8586	12	THEY SHOULDN'T DO IT. YOU NEED YOUR HIGH SCHOOL EDUCATION IF YOU'RE GOING TO GET A JOB.
W	F	8586	12	REALLY THINK ABOUT YOUR DECISION. I MADE MY DECISION SO FAST DURING A TIME OF EMOTIONAL UPSET.
W	F	8586	12	FINISH SCHOOL SO THAT IF YOU HAVE A FAMILY, YOU CAN SUPPORT THEM.
W	F	8586	12	GET THROUGH ANY WAY YOU CAN.
W	F	8586	12	AVOID DROPPING OUT IF AT ALL POSSIBLE.
W	F	8586	12	THEY ARE STUPID--BECAUSE YOU WON'T GET ANYWHERE IN LIFE UNLESS YOU GRADUATE.

W	F	8586	12	SOME PEOPLE I'D ADVISE TO GO AHEAD & LEAVE; MOST PEOPLE I'D ENCOURAGE TO STAY, BUT I'M AWARE MANY POTENTIAL DROPOUTS DON'T WANT TO LISTEN. IF A PERSON IS READY TO TAKE CONTROL OF HIS/HER LIFE AND NOT JUST SIT AROUND AND WATCH TV.
W	F	8586	12	STAY IN SCHOOL.
W	F	8586	12	BE PREPARED/GET A JOB, DON'T GET BORED.
W	F	8586	12	STAY IN SCHOOL BECAUSE YOU CAN GET A BETTER JOB.
W	F	8586	12	STAY IN SCHOOL--LEARN WHAT YOU CAN LEARN--I WISH I WERE 15 AGAIN.
W	F	8586	12	DO NOT DROP OUT. YOU CAN LEARN MORE BY STAYING IN SCHOOL.
W	F	8586	12	DON'T DROP OUT, STAY IN SCHOOL
W	F	8586	12	GO TO SCHOOL
W	F	8586	12	STAY IN SCHOOL, DO SOMETHING WITH YOUR LIFE.
W	F	8586	12	STAY IN SCHOOL
W	F	8586	12	STAY IN SCHOOL
W	F	8586	12	DON'T DROP OUT OF SCHOOL.
W	F	8586	12	STAY IN--SOME OF THE VOCATIONAL & COMPUTER CLASSES WOULD BE GOOD.
W	F	8586	12	NOT TO UNLESS THEY HAVE A GOOD REASON
W	F	8586	12	DON'T DROP OUT. IF YOU WANT A JOB, GET ONE ON THE WEEKENDS.
W	F	8586	12	DON'T--YOU'LL REGRET IT.
W	M	8586	12	NOT TO--ONCE YOU ARE OUT OF SCHOOL TIME GOES TOO QUICK & THERE IS NOTHING TO DO.
W	M	8586	12	STAY IN
W	M	8586	12	DON'T DO IT BECAUSE THEY NEED ALL THEY CAN GET IN SCHOOL.
W	M	8586	12	STAY IN SCHOOL, BUT I FEEL THEY NEED TO BE THEIR OWN JUDGE.
W	M	8586	12	STAY IN SCHOOL.
W	M	8586	12	YOU WILL BE SORRY! "YOU CAN'T HAVE YOUR CAKE AND EAT IT TOO".
W	M	8586	12	IT DEPENDS ON THEIR REASON FOR DROPPING OUT & WHO THEY ARE.
W	M	8586	12	LOOK AT ALTERNATIVES--OWE, NIGHT SCHOOL
W	M	8586	12	GO TO A DIFFERENT PROGRAM SUCH AS OWA OR VOCATIONAL BEFORE DECIDING TO DROP OUT--GET YOUR DEGREE SOMEWAY SUCH AS A GED.
W	M	8586	12	THINK AGAIN. BEING OUT OF SCHOOL ISN'T EASY, LIKE GETTING A JOB IS HARD.
W	M	8586	12	IT'S UP TO THEM
W	M	8586	12	ADVISE THEM NOT TO.
W	M	8586	12	DON'T
W	M	8586	12	STAY IN
W	M	8586	12	DON'T LEAVE SCHOOL. IT COMES BACK TO HAUNT YOU
W	M	8586	12	KEEP AWAY FROM GIRLS (DON'T GET ANYONE PREGNANT)
W	M	8586	12	IT'S STUPID--YOU NEED AN EDUCATION TO GO ANYWHERE.
W	M	8586	12	DO NOT DO IT. IT'S NOT WORTH IT, THEY WOULD BE GETTING INTO MORE TROUBLE THAN GETTING OUT OF.
W	M	8586	12	STAY IN--GET EDUCATION.
W	M	8586	12	IF POSSIBLE, STAY IN
W	M	8586	12	DON'T --YOU NEED EDUCATION.
W	M	8586	12	ADVISE THEM TO STAY IN SCHOOL.
W	M	8586	12	STAY IN
W	M	8586	12	NO--DON'T--ITS ROUGH OUTSIDE SCHOOL. SCHOOLS CAN HELP YOU FIND WORK, ETC.
W	M	8586	12	STAY IN SCHOOL--IT IS THE ONLY PLACE TO LEARN.

W	M	8586	12	DON'T!! A LOT EASIER IF YOU DON'T
W	M	8586	12	NOTHING "OUT HERE" FOR A DROPOUT. ALL YOU CAN DO IS SIT HOME & BE BORED.
W	M	8586	12	NOT TO BECAUSE EDUCATION IS IMPORTANT
W	M	8586	12	IF YOU'RE GOING TO QUIT, MAKE SURE YOU GET IN A PROGRAM AND GET A DIPLOMA.
W	M	8586	12	I WOULD TELL THEM THAT THEY NEED TO GRADUATE AND ONCE YOU'RE OUT YOU CAN'T GO BACK.
W	M	8586	12	STAY IN SCHOOL--BECAUSE A DIPLOMA MEANS A LOT.
W	M	8586	12	STAY IN SCHOOL. THERE IS NOTHING IN THE STREETS.
W	M	8586	12	STAY IN SCHOOL,YOU WILL NEED AN EDUCATION.
W	M	8586	12	TRY TO KEEP MOTIVATED--STAY IN.
W	M	8586	12	DO WHAT THEY WANT.
W	M	8586	12	DON'T!
W	M	8586	12	YOU MUST DECIDE FOR YOURSELF.
W	M	8586	12	TWO YEARS LATER, YOU'LL REGRET IT.
W	M	8586	12	STICK IT OUT--DON'T DROP OUT.
W	M	8586	12	GRADUATE
W	M	8586	12	TELL THEM TO STAY IN SO THEY CAN LEARN TO READ.
W	M	8586	12	DO NOT--DEFINETLY NOT
W	M	8586	12	TRY TO STAY IN SCHOOL, DON'T GET KICKED OUT.
W	M	8586	12	STAY IN SCHOOL.
W	M	8586	12	DON'T QUIT SCHOOL, IT'S BORING.
W	M	8586	12	IF THEY DON'T KNOW A TRADE--DON'T. THE COMPUTER CLASSES HAD REALLY HELPED HIM.
W	M	8586	12	THEY'RE CRAZY
W	M	8586	12	NO MATTER WHAT THE PRESSURES OR "MICKEY MOUSE" HANG IN THERE, BECAUSE THE SYSTEM DOESN'T CARE WHAT YOU'VE"GONE THROUGH" ONLY THAT YOU "GOT THROUGH".
W	M	8586	12	RECOMMEND THAT THEY STAY IN SCHOOL.
W	M	8586	12	LOOK AT THE CONSEQUENCES--TALK TO PEOPLE FIRST.
W	M	8586	12	DON'T DROP OUT--STAY IN SCHOOL.
W	M	8586	12	DON'T DROP OUT, STAY IN SCHOOL.,
W	M	8586	12	STAY IN SCHOOL.
W	M	8586	12	THINK ABOUT IT A LOT BEFORE YOU DO IT.
W	M	8586	12	NOT TO--WILL MESS UP YOUR LIFE.
W	M	8586	12	STAY IN. MOST JOBS NEED A DIPLOMA
W	M	8586	12	TRY TO STICK WITH IT.
W	M	8586	12	TALK TO A TEACHER, STAY IN SCHOOL--ITS NOT EASY OUTSIDE.

APPENDIX D

SURVEY OF DROP OUT STUDENTS

SURVEY OF DROP OUT STUDENTS

Principal Components with Listwise Deletion and Varimax Rotation (mineigen = 1) for Forty Item Checklist derived from the Survey.

FC = Family Cause
SC = School Cause
SOC = Social Cause
MED = Medical Cause
C = Court Related Cause

			Rotation Factor Loading	Percent Responding		
				Imp. Cause	Some Cause	No Cause
Factor 1		MONEY/ECONOMICS				
FC	6	Didn't have money to attend.	.78	3	7	90
SC	19	Didn't have enough money to go to school.	.76	5	11	84
FC	3	Needed money to help out at home.	.70	10	15	75
FC	4	Couldn't earn enough part time.	.60	7	13	80
FC	8	Couldn't work and study at the same time.	.56	5	14	81
FACTOR 2		DRUGS/ALCOHOL				
SOC	6	Problem with alcohol.	.87	5	7	89
SOC	5	Problem with drugs.	.87	5	6	90
SC	10	Friends were out of school.	.49	6	22	72
SOC	7	Social life more impt. than schoolwork.	.43	9	22	69
SC	11	Couldn't stand being in school.	.41	19	31	50
FACTOR 3		TROUBLE IN SCHOOL				
SC	17	Teacher/principal had it in for me.	.67	12	16	72
SC	3	Didn't get along with others.	.66	15	31	54
SC	14	Didn't like any classes.	.47	3	20	77
SC	15	Didn't like some classes.	.45	10	50	40
SC	6	Got blamed for things I didn't do.	.39	14	19	67

				Percent Responding		
				Imp. Cause	Some Cause	No Cause
FACTOR 4		PREGNANCY				
SOC	4	Didn't have care for my baby.	.90	14	5	81
SOC	1	Pregnant.	.87	20	2	78
FACTOR 5		MEDICAL				
MED	3	Under a doctors care.	.90	4	4	92
MED	2	In hospital too often.	.89	3	5	92
FACTOR 6		FAILING				
SC	4	Classes too hard.	.74	4	18	78
SC	2	Failing too many classes.	.70	16	26	58
SC	13	Couldn't do homework at home.	.38	7	17	76
FACTOR 7		EXPULSION/SUSPENSION				
SC	8	Missed too much school due to expulsion.	.71	4	3	92
SC	7	Suspended too often.	.66	9	12	79
C	1	In trouble outside of school.	.52	12	10	78
FACTOR 8		FAMILY/EMOTIONAL				
FC	2	No help from home.	.74	6	12	83
FC	1	Family problems.	.63	13	16	71
MED	1	Had emotional problems.	.60	7	14	80
SC	1	Just wasn't happy in school.	.32	16	34	50
FACTOR 9		NEEDED AT HOME				
FC	9	Needed to babysit sibling at home.	.81	1	3	96
FC	10	Family moved too often.	.59	2	3	94

				Percent Responding		
				Imp. Cause	Some Cause	No Cause
FACTOR 10		LONER/RACISM				
SC	9	Didn't get along with other students	.80	10	21	69
SC	18	Didn't get along with Black/White.	.69	12	14	75
FACTOR 11		SUPPLEMENTAL INCOME				
FC	5	Couldn't get a part time job.	.78	4	11	86
FACTOR 12		UNCHALLENGED				
SC	16	Wasn't learning anything.	.78	12	22	66
SC	5	Classes were too easy.	.45	5	19	76
FACTOR 13		MARRIED				
SOC	3	Got married.	.72	4	1	96
SC	12	Skipped school often/absent often.	.40	30	32	38
FACTOR 14		EXTERNAL INFLUENCES				
FC	7	Mother/father said to quit.	.76	1	3	96
SOC	2	Girlfriend pregnant.	.63	4	2	94

DISCRIMINANT ANALYSIS (A MULTIVARIATE APPROACH)

- MOST BEHAVIORAL RESEARCH IS MULTIVARIATE IN NATURE

- MULTIVARIATE ANALYSIS IS A GENERAL TERM USED TO DESCRIBE A GROUP OF MATHEMATICAL AND STATISTICAL METHODS WHOSE PURPOSE IS TO ANALYZE MULTIPLE MEASURES OF A GROUP OF INDIVIDUALS

- THE EVENTS WE WISH TO PREDICT AND EXPLAIN ARE COMPLEX PHENOMENA:

    - ACHIEVEMENT
    - LEARNING
    - CREATIVITY
    - MOTIVATION

- MANY VARIABLES INFLUENCE THESE PHENOMENA, AND MULTIVARIATE METHODS ARE TECHNIQUES TO STUDY MULTIPLE INFLUENCES OF SEVERAL INDEPENDENT VARIABLES ON ONE OR MORE DEPENDENT VARIABLES.

DISCRIMINANT ANALYSIS (CON'T)

DISCRIMINANT ANALYSIS ADDRESSES THE FOLLOWING QUESTION:

- HOW CAN INDIVIDUALS BEST BE ASSIGNED TO GROUPS ON THE BASIS OF SEVERAL VARIABLES?

- DISCRIMINANT ANALYSIS MAXIMALLY DISCRIMINATES THE MEMBERS OF THE GROUP, IT TELLS US TO WHICH GROUP EACH MEMBER PROBABLY BELONGS.

- TO DISTINGUISH BETWEEN THE GROUPS, A COLLECTION OF <u>DISCRIMINATING</u> VARIABLES ARE FOUND THAT MEASURE CHARACTERISTICS ON WHICH THE GROUP ARE EXPECTED TO DIFFER.

- THE OBJECTIVE OF DISCRIMINANT ANALYSIS IS TO WEIGHT AND LINEARLY COMBINE THE DISCRIMINATING VARIABLE IN A FASHION THAT THE GROUPS ARE FORCED TO BE AS STATISTICALLY DISTINCT AS POSSIBLE.

- IN OTHER WORDS, WE WANT TO BE ABLE TO "<u>DISCRIMINATE</u>" BETWEEN THE GROUPS IN THE SENSE OF BEING ABLE TO TELL THEM APART.

DISCRIMINANT ANALYSIS (CON'T)

- DISCRIMINANT ANALYSIS IMPLEMENTS A STEPWISE APPROACH THAT INCORPORATES ANOVA TO DETERMINE WHICH ATTRIBUTES BEST ACCOUNT FOR THE VARIABILITY AMONG GROUPS:

- ABILITY TO SELECT THE ONE ATTRIBUTE THAT ACCOUNTS FOR THE MAJORITY OF VARIABILITY BETWEEN GROUPS.

- IDENTIFIES THE ATTRIBUTE THAT IN COMBINATION WITH THE FIRST ATTRIBUTE INCREASES THE DISCRIMINATION BETWEEN GROUPS.

- AT EACH STEP OF THE PROCEDURE, VARIABLES SELECTED AT PREVIOUS STEPS MAY BE REMOVED IF IT REDUCES DISCRIMINATION WHEN COMBINED WITH MORE RECENTLY SELECTED ATTRIBUTES.

SIGNIFICANT FINDINGS

RACE X SEX

FACTOR 1: MONEY/ECONOMICS

- BLACK MALES INDICATE THAT A STRONG REASON FOR WITHDRAWAL FROM HIGH SCHOOL WAS BASED ON ECONOMIC REASONS. ISSUES PERTAINING TO FAMILY AND PERSONAL ECONOMIC SITUATIONS HAVE INFLUENCED GROUP MEMBERS TO DROP OUT.

FACTOR 2: DRUGS/ALCOHOL

- WHITE MALES, MORE THAN ANY OTHER GROUP, EXPRESS THAT DRUG AND ALCOHOL USAGE WAS A CAUSAL FACTOR IN THEIR WITHDRAWING FROM SCHOOL. THESE INDIVIDUALS ALSO STATE THAT SOCIAL CONCERNS (E.G. THEIR SOCIAL LIFE IS MORE IMPORTANT THAN SCHOOL) PLAY A ROLE IN THEIR DECISION TO DROP OUT.

FACTOR 4: PREGNANCY

- PREGNANCY IS A CONTRIBUTING FACTOR AMONG FEMALE STUDENTS, PARTICULARLY BLACK FEMALES, WHEN ASKED WHY THEY WITHDREW FROM SCHOOL.

FACTOR 7: EXPULSION/SUSPENSION

- DELINQUENCY IS A CONTRIBUTING FACTOR AMONG MALES, PARTICULARLY BLACK MALES. ISSUES CONCERNING EXPULSION, SUSPENSION, AND COURT PROBLEMS INFLUENCE MALES DECISIONS CONCERNING DROPPING OUT.

FACTOR 8: FAMILY/EMOTIONAL

- WHITE FEMALES EXPRESS A HIGHER LIKELIHOOD THAT WITHDRAWAL FROM HIGH SCHOOL WAS PROMPTED BY FAMILY AND/OR EMOTIONAL PROBLEMS, AND LIMITED SUPPORT FROM FAMILY MEMBERS.

FACTOR 10: LONER/RACISM

- BOTH WHITE FEMALES AND WHITE MALES EXPRESS THAT LIMITED INTERPERSONAL RELATIONSHIPS WITH THEIR CLASSMATES CONTRIBUTED TO THEIR DROPPING OUT.

FACTOR 13: MARRIED

- ACROSS ALL GROUPS, WHITE FEMALES STATE SIGNIFICANTLY MORE OFTEN THAT GETTING MARRIED, IN CONJUNCTION WITH TERMINAL ABSENCES PLAYED A ROLE IN THEIR DROPPING OUT.

SUMMARY:

BLACK MALES INDICATE THAT MONEY/ECONOMICS PLAYED A CRITICAL ROLE IN THEIR DECISION TO DROP OUT OF HIGH SCHOOL. AMONG BLACK FEMALES, PREGNANCY ACTS AS A PRECIPITATING FACTOR FOR WITHDRAWING FROM SCHOOL. WHITE FEMALES INDICATE A NUMBER OF CAUSAL AGENTS CONCERNING WITHDRAWAL. THESE PEOPLE STATE THAT THESE ISSUES WERE OF CONCERN:

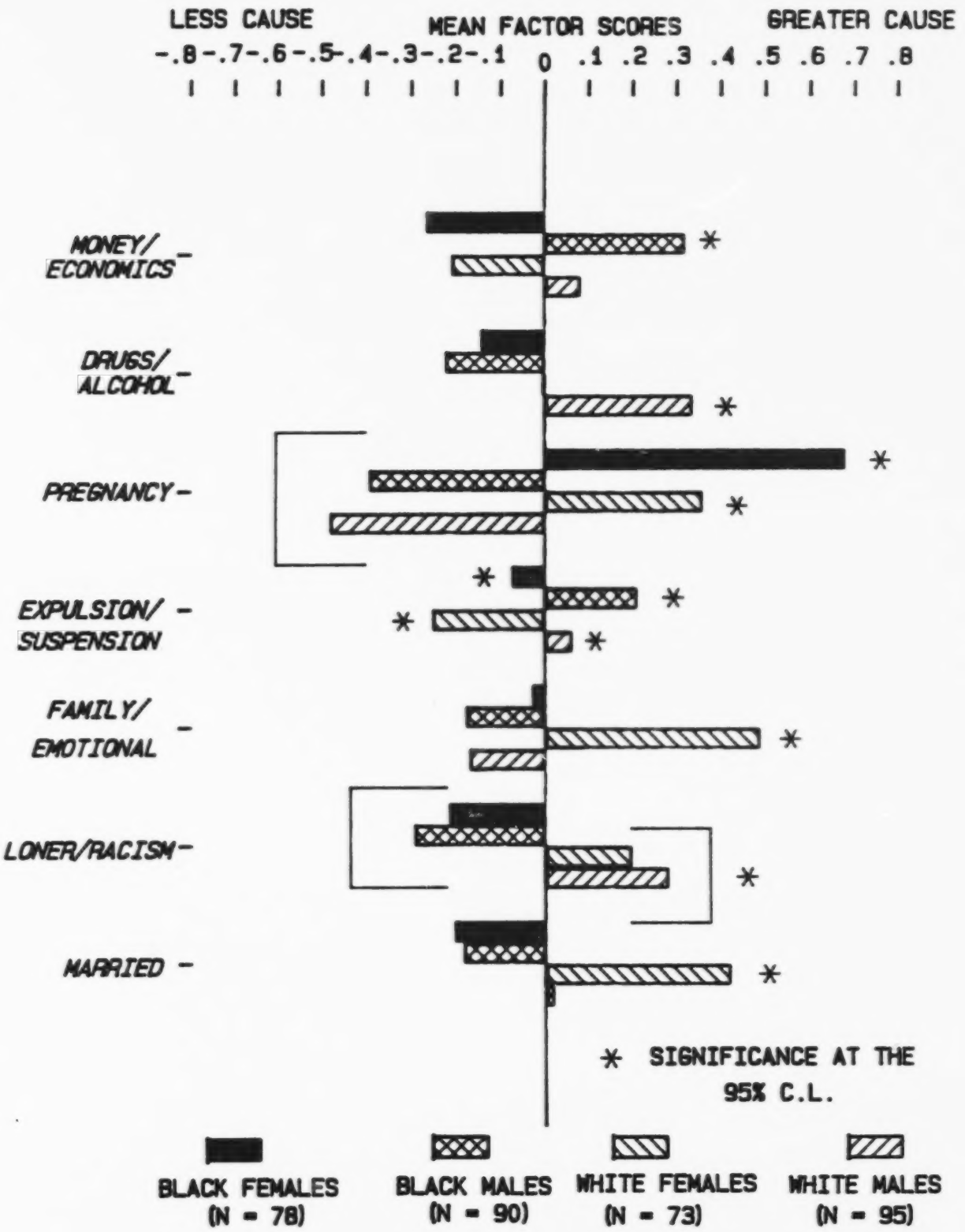
- o ABSENCE
- o PREGNANCY
- o UNHAPPINESS ABOUT BEING IN SCHOOL
- o LIMITED SOCIAL INTERACTIONS AT SCHOOL
- o GETTING MARRIED

AMONG WHITE MALES, ABUSE OF DRUGS/ALCOHOL AND AN INABILITY TO FORM COHESIVE SOCIAL NETWORKS AMONG CLASSMATES ARE SEEN AS CRITICAL REASONS INFLUENCING THEIR DECISION FOR DROPPING OUT OF SCHOOL.

DROP OUT YEAR WAS NOT PREDICTIVE OF GROUP MEMBERSHIP, AND DID NOT INFLUENCE STUDENTS' DECISION CONCERNING DROPPING OUT.

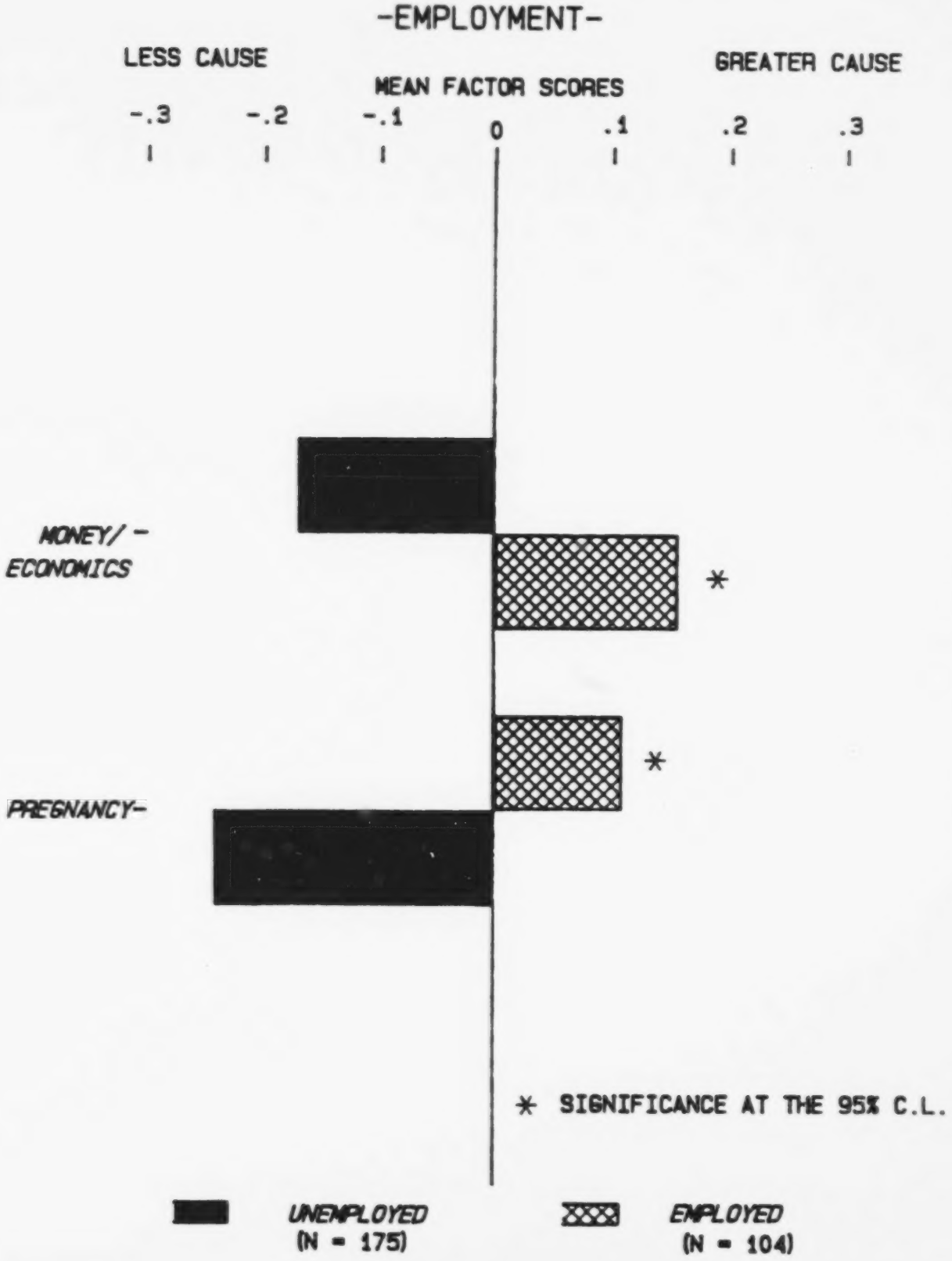
DISCRIMINANT ANALYSIS

-RACE X SEX-

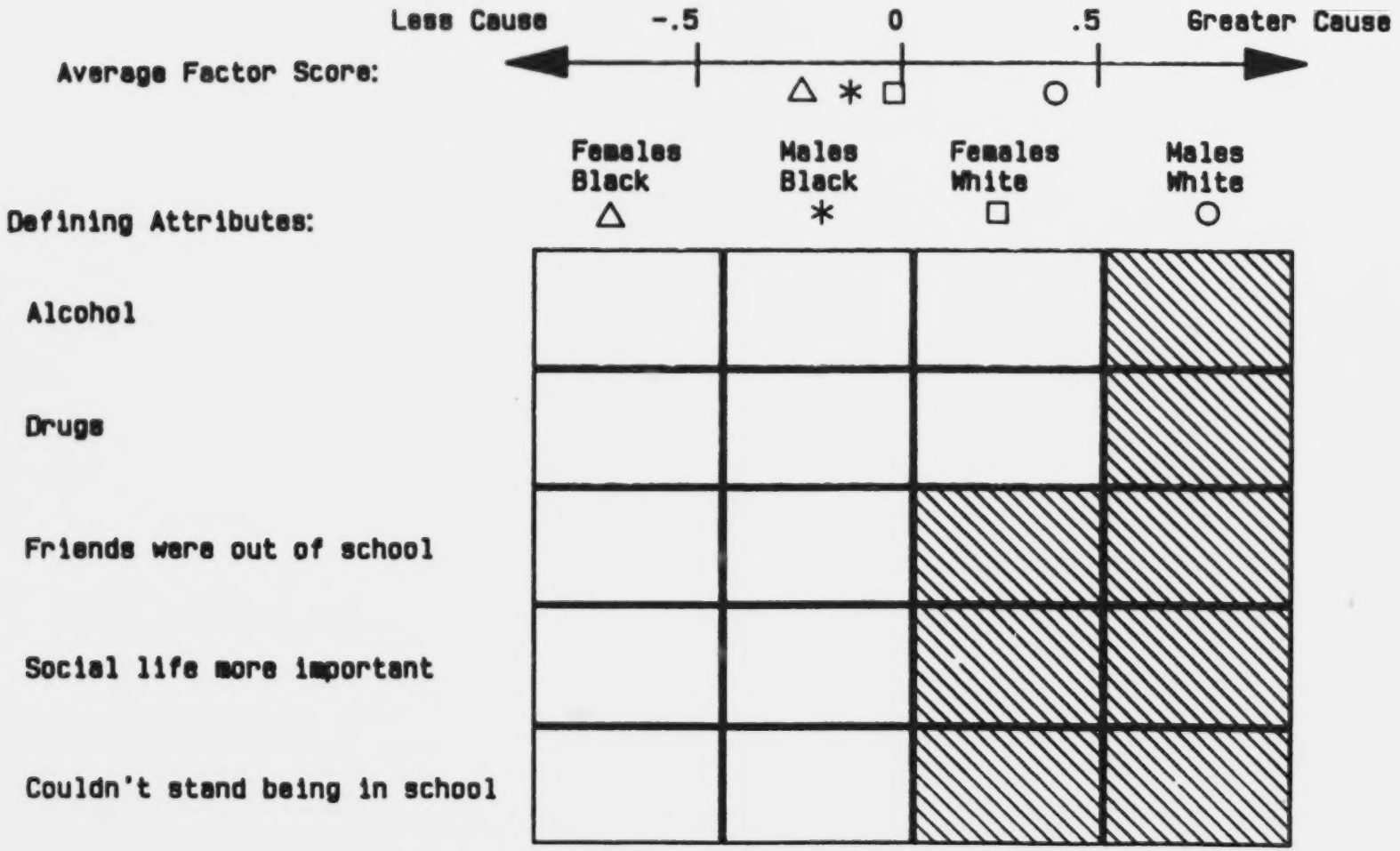


11.

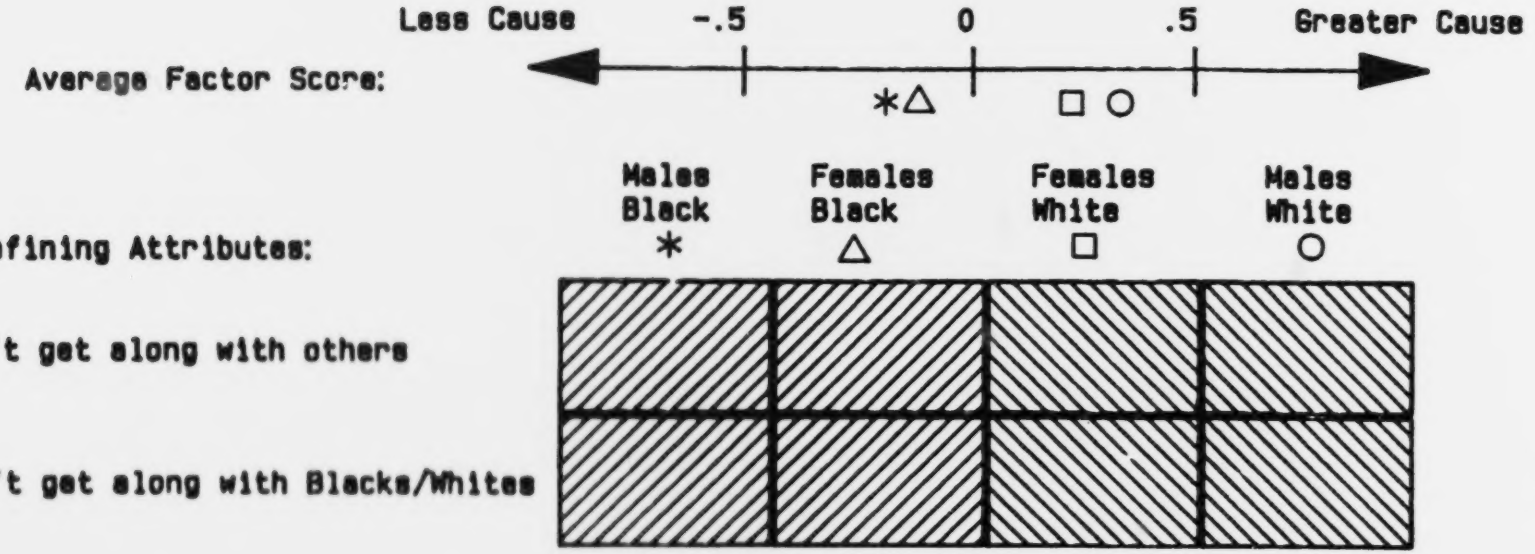
DISCRIMINANT ANALYSIS



Drugs / Alcohol

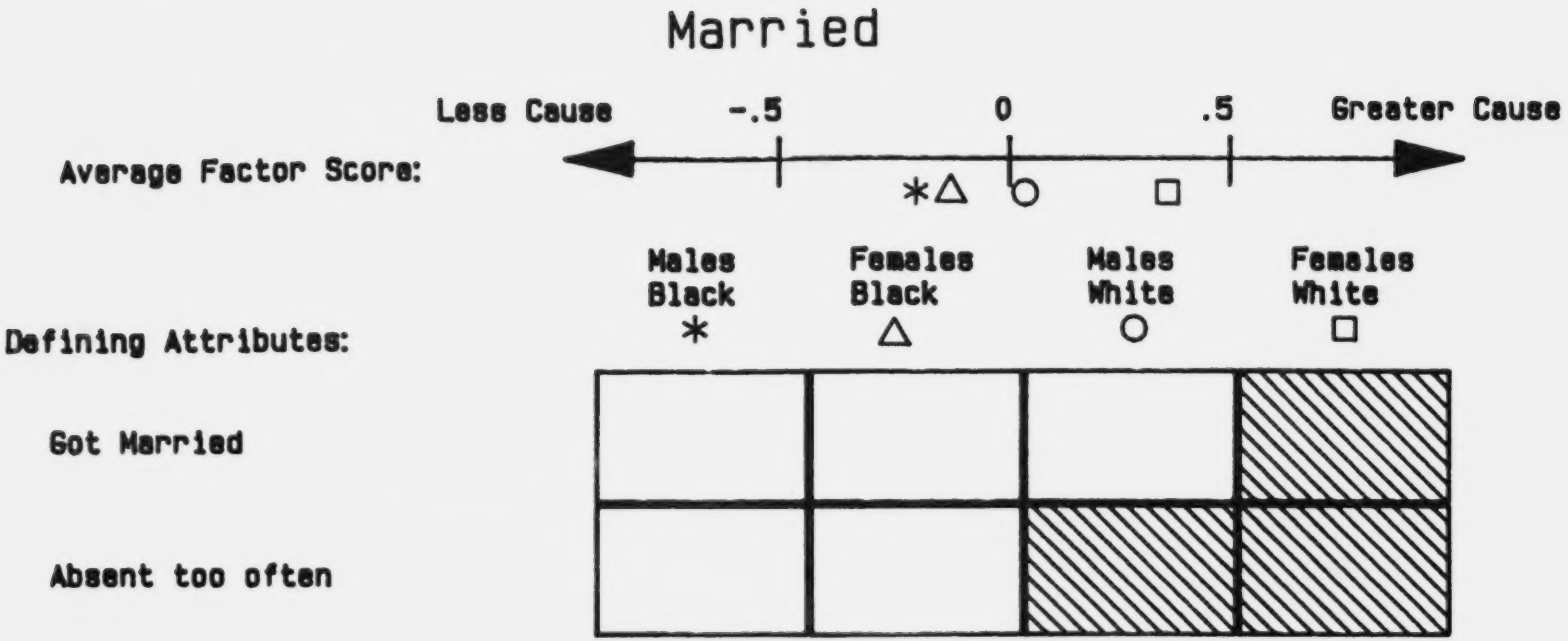


Loner / Racism



13.

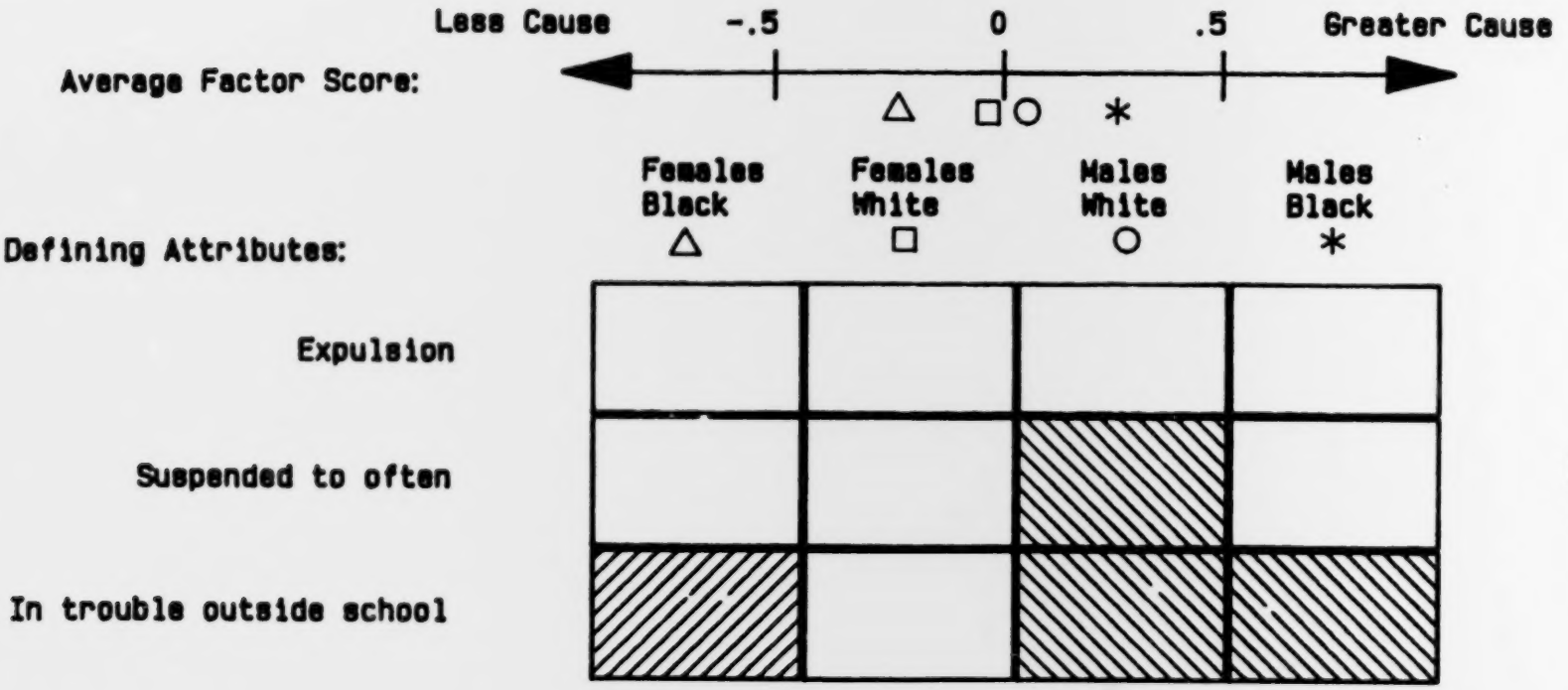
Less Cause Average Greater Cause



14.

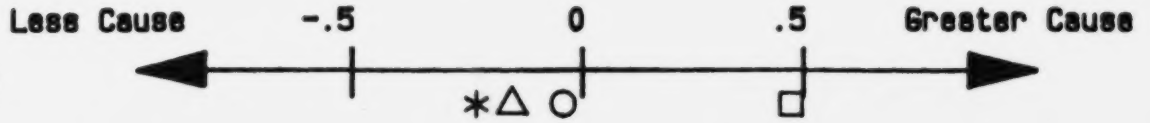
Less Cause ▨ Average □ Greater Cause ▨

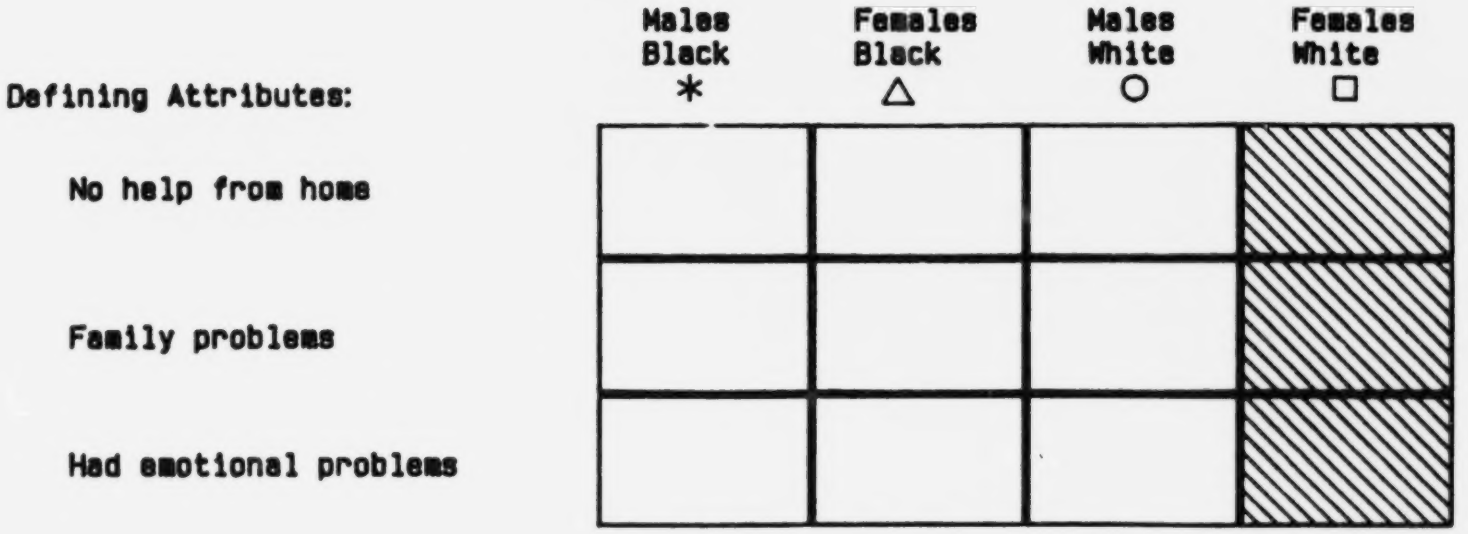
Expulsion / Suspension



Less Cause Average Greater Cause

Family / Emotional

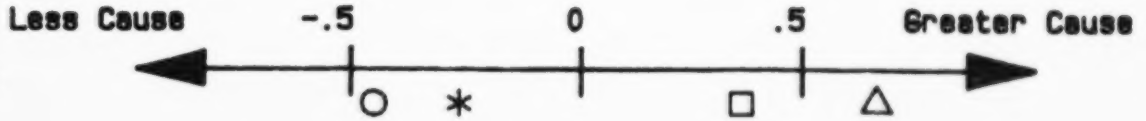




Less Cause Average Greater Cause

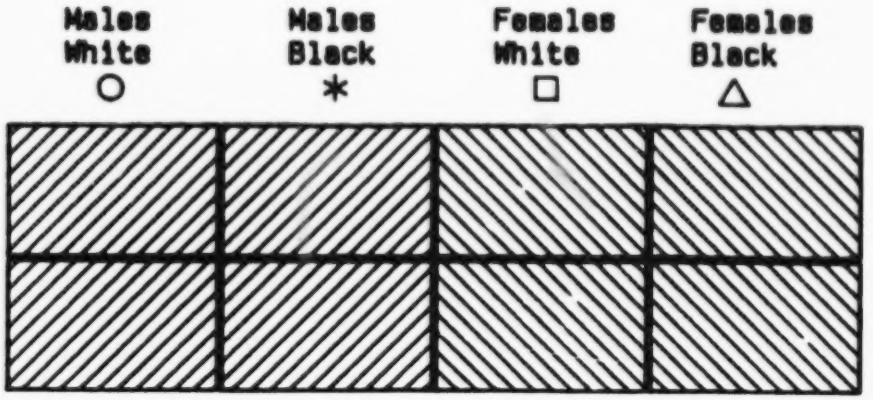
16.

Pregnancy



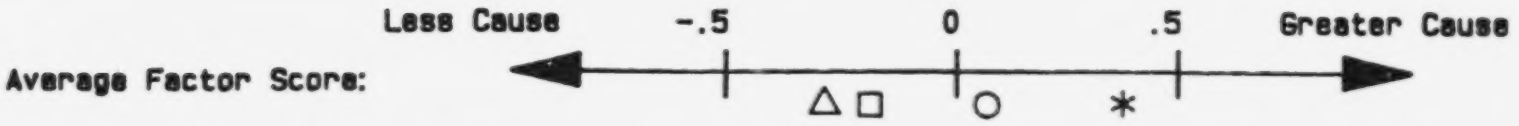
Average Factor Score:

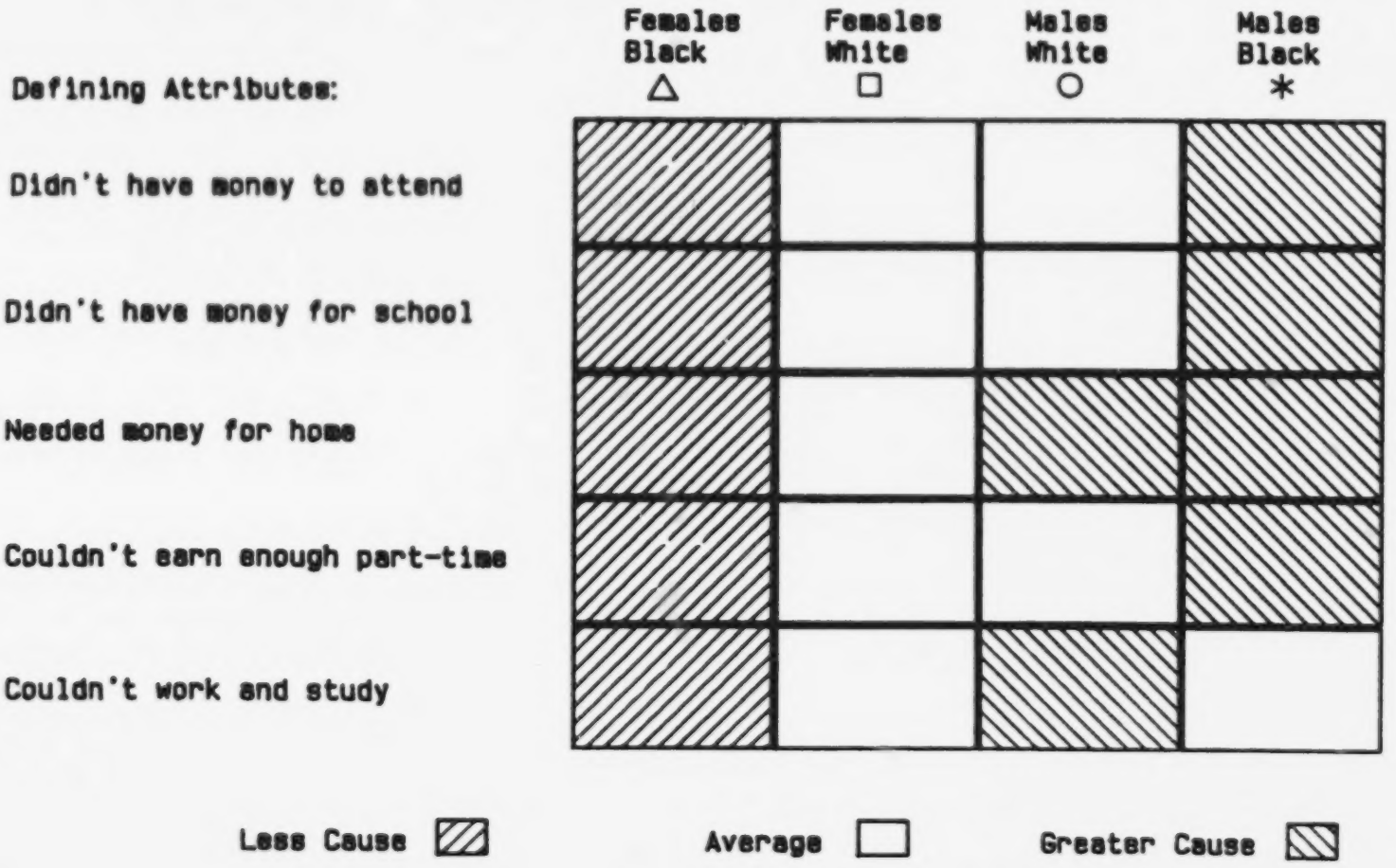
Defining Attributes:



Less Cause Average Greater Cause

Money / Economics





18.

Appendix C

Dropout Survey

PLEASE PRINT ALL RESPONSES

ID _____ (1-7)

1

DROPOUT INTERVIEW FORM

PART I: DEMOGRAPHICS

Last Name _____ (10-25) First Name _____ (27-36)

Address _____ (37-80)

2

City _____ (10-29) State _____ (30-44) Zip _____ (45-49)

DOB ___/___/___ (Mo. Da. Yr.) (50-55) Race B |_| W |_| O |_| (56) Sex M |_| F |_| (57)

Birthplace

	City	County	State	Code
Interviewee				(59-61)
Mother				(62-64)
Maternal Grandmother				(65-67)
Maternal Grandfather				(68-70)
Father				(71-73)
Paternal Grandmother				(74-76)
Paternal Grandfather				(77-79)

Education

3

	Highest Grade Attained	Occupation	Annual Income (estimate)	Code
Interviewee			(10-14)	(15-17)
Mother	(19-20)		(21-25)	(26-28)
Father	(30-31)		(32-36)	(37-39)

	Number	Number Still in School	Number Graduated H.S. (Not GED)	Number Dropped Out
Brothers	(41-42)	(43-44)	(45-46)	(47-48)
Sisters	(49-50)	(51-52)	(53-54)	(55-56)

Demographics (Cont.)

3 At the time you dropped out, were you living with: (57)

both parents |_| 1

mother |_| 2

father |_| 3

guardian |_| 4

other |_| 5

PART II: SCHOOL EXPERIENCE

General

1. What was the last (CPS) school you attended? _____ (58-60)

2. What year did you drop out? _____ (61-64)

3. What grade were you in when you left school? _____ (65-66)

4. Did you ever repeat a grade? (67)

Yes |_| 1

No |_| 2

Which grade or grades? _____ (68-69) _____ (70-71)

5. How long did it take you to get to school during your last year? _____ minutes (72-74)

How did you get there? (75)

Walk |_| 1

Bus |_| 2

Ride in car |_| 3

6. Were you ever suspended or expelled from school? (76)

Yes |_| 1

No |_| 2

(If yes), how many times?

Suspensions _____ (77-78)

Expulsions _____ (79)

General (Cont.)

3 7. What did you like about school? Code

_____ (10-11)

_____ (12-13)

_____ (14-15)

8. What didn't you like about school? Code

_____ (16-17)

_____ (18-19)

_____ (20-21)

9. Do you believe school was preparing you for the real world? (22)

Yes |_| 1

No |_| 2

(If no), what was missing?

_____

_____

_____

10. Did you participate in any extracurricular activities sponsored by the school? (23)

Yes |_| 1

No |_| 2

Which ones?

_____

_____

_____

Causes of Dropouts

4 11. I want to know why you dropped out? What were the most important reasons? (Do not suggest reasons.) Code

_____ (24-25)

_____ (26-27)

_____ (28-29)

Causes of Dropouts (Cont.)

Now I want to give you some reasons that have been given for dropping out. Tell me whether this was a cause for you.

	No Cause 1	Some Cause 2	Important Cause 3	
4 School Related				
- Just wasn't happy in school.	___	___	___	(30)
- Failing too many classes.	___	___	___	(31)
- Didn't get along with teachers.	___	___	___	(32)
- Classes were too hard.	___	___	___	(33)
- Classes were too easy.	___	___	___	(34)
- Got blamed for things I didn't do.	___	___	___	(35)
- Suspended too often.	___	___	___	(36)
- Missed too much school because of expulsion.	___	___	___	(37)
- Didn't get along with other students.	___	___	___	(38)
- Friends were out of school.	___	___	___	(39)
- Couldn't stand being in school.	___	___	___	(40)
- Skipped school often/absent too often.	___	___	___	(41)
- Couldn't do homework at home.	___	___	___	(42)
- Didn't like any classes.	___	___	___	(43)
- Didn't like some classes.	___	___	___	(44)
(If important cause), which one(s)? _____				Code (45-46)
- Wasn't learning anything.	___	___	___	(47)
- Teacher/principal had it in for me/was after me.	___	___	___	(48)
- Didn't get along with Blacks/Whites at school.	___	___	___	(49)
- Didn't have enough money to go to school.	___	___	___	(50)

Causes of Dropouts (Cont.)

	No Cause 1	Some Cause 2	Important Cause 3	
4 **Family**				
- Family problems. (If important cause), what problem was it? _____	___	___	___	(51) Code (52-53)
- No help from home.	___	___	___	(54)
- Needed money to help out at home.	___	___	___	(55)
- Couldn't earn enough part time.	___	___	___	(56)
- Couldn't get a part time job.	___	___	___	(57)
- Didn't have money to attend.	___	___	___	(58)
- Mother/father said to quit.	___	___	___	(59)
- Couldn't work and study at the same time.	___	___	___	(60)
- Needed to babysit brother and/or sister at home.	___	___	___	(61)
- Family moved too often/changed schools too often.	___	___	___	(62)
Medical/Emotional				
- Had emotional problems.	___	___	___	(63)
(If yes), were you taking medication? Yes |_| 1 No |_| 2				(64)
- In hospital too often.	___	___	___	(65)
- Under a doctor's care.	___	___	___	(66)
Court Problems				
- In trouble outside of school. (If important cause), what was it? _____	___	___	___	(67) Code (68-69)
Have you ever been arrested? Yes |_| 1 No |_| 2				(70)
Were you ever in an institution? Yes |_| 1 No |_| 2 (as result of student's behavior)				(71)

Causes of Dropouts (Cont.)

		No Cause 1	Some Cause 2	Important Cause 3	
4	Social				
	- Pregnant.	____	____	____	(72)
	- Girlfriend pregnant.	____	____	____	(73)
	- Got married.	____	____	____	(74)
	- Didn't have care for my baby.	____	____	____	(75)
	- Problem with drugs.	____	____	____	(76)
	- Problem with alcohol.	____	____	____	(77)
	- Social life more important than schoolwork.	____	____	____	(78)

5 12. Did you talk to any adult at school about dropping out? (10)

Yes |_| 1

No |_| 2

(If yes), who was it? _____ (Position)

Code (11)

13. Did anyone at school try to change your mind? (12)

Yes |_| 1

No |_| 2

Who was it? _____

Code (13-14)

14. Did you talk to your friends about dropping out? (15)

Yes |_| 1

No |_| 2

(If yes), did they advise you: (16)

Stay in |_| 1

Drop out |_| 2

Not Sure |_| 3

Causes of Dropouts (Cont.)

5 15. Think about your friends in school; did most of them: (17)

Graduate |_| 1

Drop out |_| 2

Not sure |_| 3

Comments:

_____

_____

_____

16. Did you talk to your family about dropping out? (18)

Yes |_| 1

No |_| 2

(If yes), did they advise you to: (19)

Stay in |_| 1

Drop out |_| 2

Not Sure |_| 3

17. Did you have a job when you dropped out? (20)

Yes |_| 1

No |_| 2

How many hours a week? _____ (21-22)

18. Did someone at school ask you why you were dropping out? (23)

Yes |_| 1

No |_| 2

(If yes), who? _____ Code (24-25)

19. Do you think that anyone understood why you dropped out? (26)

Yes |_| 1

No |_| 2

(If yes), who? _____ Code (27-28)

Causes of Dropouts (Cont.)

5 20. Did any teacher, principal, counselor recommend to you that you leave school? (29)

Yes |_| 1

No |_| 2

What did they say?

_____

_____

_____

21. Did any other adult recommend that you drop out? (30)

Yes |_| 1

No |_| 2

Code

(If yes), who? _____ (31-32)

22. Did anyone from school suggest that you continue school in some way (e.g., enter night school, take GED classes)? (33)

Yes |_| 1

No |_| 2

Code

(If yes), who? _____ (34-35)

(If yes), did they give you directions on what to do? (36)

Yes |_| 1

No |_| 2

23. What would have kept you in school? (Do not suggest answers) Code

_____ (37-38)

_____ (39-40)

_____

PART III: AFTER LEAVING SCHOOL

5 1. What have you done since dropping out? Code

_____ (41-42)

_____

_____

2. Have you gone to any school or training program since leaving school? (43)

Yes |_| 1

No |_| 2

(If yes), what?

_____

_____

_____

3. Did you take GED? (For 18/19 year olds only) (44)

Yes |_| 1

No |_| 2

(If yes), did you pass? (45)

Yes |_| 1

No |_| 2

4. Are you preparing to take the GED? (46)

Yes |_| 1

No |_| 2

5. Have you considered it? (47)

Yes |_| 1

No |_| 2

(If no), What is keeping you from entering a GED program? Code

_____ (48-49)

_____

_____

After Leaving School (Cont.)

5

6. Are you working now? (50)

Yes |_| 1

No |_| 2

7. Have you attempted to get a job? (51)

Yes |_| 1

No |_| 2

8. What do you do? Code

_____ (52-53)

_____

_____

10. What is keeping you from working? (54)

Needed at home |_| 1

Child Care |_| 2

No diploma |_| 3

Other |_| 4

Explain:

_____

_____

_____

9. Are you happy/satisfied with your job? (55)

Yes |_| 1

No |_| 2

---

11. If you had it to do over again, would you still drop out? (56)

Yes |_| 1

No |_| 2

(If no), explain why not?

_____

_____

_____

After Leaving School (Cont.)

12. Based on your experience, what advice would you give to students who are thinking about dropping out?

_____

_____

_____

13. What would you do, if you could change the way schools are run, to keep dropouts in school?

_____

_____

_____

Interviewer _____

Date _____

Summary statement or impressions about why student dropped out. (Optional)

_____

_____

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_____

EB/11/86